SHOPPING BEHAVIOUR FOR ONLINE ENGLISH LANGUAGE COURSES AND DIGITAL LEARNING PRACTICES OF ROMANIAN STUDENTS

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Abstract

Based on the study of the specialized literature regarding the way in which students interact and use digital means to learn a foreign language, deficiencies and ambiguities were identified that want to be overcome by proposing, testing, and validating an integrated model of buying behavior and consumption specific to Romanian students who want to study English online. For a better understanding of the student's behavior regarding English language courses, a qualitative research was carried out in the field of exploratory nature, which, like any qualitative research of an exploratory type, serves to carry out an investigation that precedes the complex study, of a quantitative nature. The specialized literature offers a solid theoretical basis in terms of online purchasing behavior, but no reference has been made recently to Romanian online consumers, to their perceptions, motivations, satisfaction or attitudes towards using the Internet to learn a foreign language.

The results of the research indicate that the majority of those interviewed have both the resources and the knowledge and skills necessary to learn English online, perceive a high self-efficacy following online courses, and have a favorable attitude towards the idea of continuing to learn English exclusively online.

Keywords: online learning, digital teaching tools, online courses, consumer behavior, language learning, learning motivation, learning satisfaction.

JEL Classification: D83, P36, P46, Z11

1. Introduction

Endogenous or psychological influences can largely express the purchasing behavior of the consumer [1]. However, these variables cannot be directly observed and must be inferred. As per online purchasing behavior, various consumer perceptions of the factors with indirect or direct influence on the purchase intention or actual behavior were studied, the motivations, the motives that drive consumers to adopt the use of the Internet, respectively the website in order to learn, consumer attitudes towards using the Internet to buy, and not least stated purchase intentions and actual behavior, which consists of buying online services such as English language courses for personal use.

The Internet, like the e-commerce infrastructure, creates uncertainty about online transactions. On the one hand, it amplifies the risks related to the product through the lack of sensory experiences such as: taste, smell, tactile sense, through the impossibility of asking a question to the seller face-to-face, through the temporal separation between payment and taking possession of the service, separation that gives rise to uncertainties

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regarding delivery as well [2]. When buying online, the consumer is not given the chance to inspect or observe the seller directly, traditionally used assurance mechanisms. Service risk is associated with the product itself and represents the consumer's belief that the product purchased online will perform as expected [3]. This type of risk increases when the product or service is technologically complex or when the service satisfies ego-related needs, such as a foreign language course that requires personal interaction [4].

The concept of "trust" has been intensively studied due to its complexity and multi-dimensional nature, being considered a cornerstone for the adoption of electronic transactions by consumers [5] [6] The concept of trust and its dimensions have been studied from the perspective of several disciplines and filters: economic, social (institutional), behavioral (psychological), managerial (organizational) and technological, being considered essential in exchange relationships [3].

Ba and Pavlou [7] identify two dimensions of online trust: goodwill and credibility. Goodwill refers to the consumer's belief that the seller is genuinely interested in the consumer's welfare and has beneficial intentions and motives for the consumer. Credibility refers to the consumer's conviction that, in this case the trainer is honest, reliable and competent.

Online consumers learn from past positive experiences in the online purchasing process and thus build trust in the safety of commercial websites. Trust in the website was oriented towards aspects of private life (privacy of personal data) and security of online payments [3].

Thus, the characteristics of the website or platform used can influence: perceived financial risk (fear of suffering financial losses) and informational risk (fear that personal information will be exposed or misused) [8].

Recent studies have provided evidence regarding the existence of other elements that positively or negatively influence online trust: corporate reputation (Sun, 2009) and website design [5].

The individual accepts or rejects a new information technology based on perceived benefits. Perceived usefulness, a concept of the Technology Acceptance Model, represents the user's belief that the use of an information technology entails a series of benefits. Compatibility, a variable specific to the Diffusion of Innovation Theory, is defined as "the extent to which the innovation fits the existing values, past experience and current needs of the potential user" [9].

The Internet as a channel for selling goods and services is viewed as an innovation and the extent to which consumers will adopt or reject this innovation depends on perceived compatibility. In other words, individuals are more likely to accept the new way of shopping if they perceive it as compatible with their needs, previous experience and values.

Compatibility cannot be directly observed but inferred based on consumer perceptions. In the field of online purchasing behavior, the extent to which consumers perceive a higher or lower degree of compatibility between their needs, beliefs and lifestyle and the new way of shopping via the Internet has been studied.

Using the Internet to learn a foreign language requires certain specific skills and abilities. It is virtually impossible for a person who has no personal computer experience, or a person

who has no experience with the Internet, to not find the online shopping process complex or cumbersome. Self-efficacy has been defined as the individual's perceptions of their own abilities to behave in a certain way [10]. An individual will perceive a high level of personal efficacy when he is convinced that he has the necessary knowledge and skills to use the Internet to buy and feels confident in his own abilities to buy online [11]. Personal efficacy has also been measured by the individual's ability to navigate, order and pay without help from another person [12].

Particularly important in the study of purchasing behavior is the variable known as learning and defined as "the observable and unobservable change in the behavior of a consumer, due to the effects of experience, which leads to an increase in the probability that a behavioral act will be repeated" [1]. Closely related to learning is the concept of personality, defined as those "characteristics of a consumer that make him have a distinct buying and consumption behavior, compared to other consumers" [1].

Satisfaction can be studied not only in relation to a decision or transaction, but also in relation to a service. Satisfaction with a service, whether purchased online or traditionally, is defined as a consumer's judgment based on the difference between their initial expectations of the service's characteristics and its actual performance after purchase [13]. Churchill and Suprenant liken satisfaction to attitude because it can be interpreted as a sum of satisfactions on several attributes [14].

Online consumers choose to learn a foreign language through the Internet because of the perceived benefits. These benefits include: increased convenience, financial and time savings, a greater variety of courses and time slots available online [15].

Increased comfort or convenience is the main reason why consumers choose to shop via the Internet. The consumer does not have to physically travel to a center/classroom or schedule his shopping time according to the company/teacher schedule. [15].

Service quality in Ahn et al.'s [16] model is measured by responsiveness (the ability of the website to anticipate and promptly respond to user requests), creditworthiness (the ability to deliver on promises made), empathy (the ability to to understand and adapt to the specific needs of the user), trust (ability to establish trust among users and reduce uncertainty), competence (ability to have a professional and competent image), follow-up (ability to to provide follow-up to users).

2. Methods

2.1 Purpose and objectives

Based on the economic reality that characterizes Romania at the moment and due to the lack of specialized studies based on a sample of Romanian online consumers, there is a need to carry out an exploratory research on the use of digital media to learn English, before moving on to a quantitative research on a wider scale. We thus state the purpose of the qualitative research as forming an overview of the online purchase behavior of English language courses by exploring the perceptions, motivations, satisfaction and attitude of Romanian online consumers towards using the Internet to buy English language courses.

To highlight the purpose of this research, we aimed to:

- Remove possible errors that could have intervened in the formulation of the problem to be investigated in the framework of the quantitative study that follows this research;

- Better identify the working hypotheses of a quantitative study that follows this research;

- Adjust the number of variables that determine the buying behavior of foreign language courses in the online environment.

It is also necessary to mention the limits of an exploratory research that derive precisely from its purpose, which is a better knowledge of the investigated phenomenon.

The present exploratory study has three main objectives:

1. Identifying the habits of using the Internet and the habits of buying English courses through the Internet, among Romanian online consumers;

2. Identifying the factors influencing online learning behavior among Romanian online consumers;

3. The classification or grouping of these factors according to the importance that Romanian online consumers attribute to them.

2.2 Methodology

Considering the nature, purpose and objectives of the research, I chose to conduct a semi-structured interview. The application of such an interview is based on open questions, which oblige the interviewees to provide answers regarding the investigated phenomenon [1].

In the case of the semi-structured interview, the interviewer has a series of questions in mind, usually no more than 10, questions that he addresses to the respondents, but which do not necessarily have a certain predetermined order [17].

The advantage of this type of interview is that it offers flexibility, unlike the fully structured interview, but allows, at the same time, to cover all the proposed topics. Moreover, the results of this interview can be compared, reversed or even converted into statistics.

Initially, the target population was defined as all Internet users in Romania, who bought goods or services online for personal use, in the last 3 months. The chosen sample was intended to reflect the structure of the researched community. In order to achieve this approach, the stratified sampling approach was used. The sampling base (Table 1) included people from Bucharest, both female and male, aged between 18-59 years, with low, medium and above average income, people with and without higher education.

Layer	Gender	Age	Education	Income	Average	Sample
1	f	18-23	pri/med	<1000	2.78	**1**
2	f	18-23	pri/med	1000-2000	1.835	**1**
3	f	18-23	pri/med	>2000	1.30	0
4	f	18-23	sup	<1000	4.74	**2**

5	f	18-23	sup	1000-2000	3.12	**1**
6	f	18-23	sup	>2000	2.22	0
7	f	24-39	pri/med	<1000	3.48	**1**
8	f	24-39	pri/med	1000-2000	2.29	**1**
9	f	24-39	pri/med	>2000	1.63	0
10	f	24-39	sup	<1000	5.92	0
11	f	24-39	sup	1000-2000	3.91	**2**
12	f	24-39	sup	>2000	2.77	**2**
13	f	40-59	pri/med	<1000	1.57	0
14	f	40-59	pri/med	1000-2000	1.03	0
15	f	40-59	pri/med	>2000	0.73	0
16	f	40-59	sup	<1000	2.66	0
17	f	40-59	sup	1000-2000	1.76	**1**
18	f	40-59	sup	>2000	1.25	**1**
19	m	18-23	pri/med	<1000	2.78	**1**
20	m	18-23	pri/med	1000-2000	1.835	0
21	m	18-23	pri/med	>2000	1.30	0
22	m	18-23	sup	<1000	4.74	**3**
23	m	18-23	sup	1000-2000	3.12	**1**
24	m	18-23	sup	>2000	2.22	0
25	m	24-39	pri/med	<1000	3.48	**1**
26	m	24-39	pri/med	1000-2000	2.29	**1**
27	m	24-39	pri/med	>2000	1.63	**1**
28	m	24-39	sup	<1000	5.92	0
29	m	24-39	sup	1000-2000	3.91	**2**
30	m	24-39	sup	>2000	2.77	**2**
31	m	40-59	pri/med	<1000	1.57	0
32	m	40-59	pri/med	1000-2000	1.03	0
33	m	40-59	pri/med	>2000	0.73	0
34	m	40-59	sup	<1000	2.66	0
35	m	40-59	sup	1000-2000	1.76	**1**

36	m	40-59	sup	>2000	1.25	0

Table 1. Sample structure and size

Individual semi-structured interview participants were recruited through telephone interviews in which recruitment criteria were verified and interview attendance confirmed.

The recruitment criteria discussed both by telephone and face to face, allowed the selection of those individuals who correspond to the criteria established in the sampling process.

The interviews took place between July 27 and August 14, 2022 based on the interview guide (conversation guide). Eight topics were covered during the discussion:

- The purposes of using the Internet and the most frequent activities carried out online
- Buying habits for online foreign language courses
- Consumers' motivation to buy foreign language courses online
- The risk associated with online courses
- Confidence in merchants and the online environment in learning a foreign language
- Consumer satisfaction with online English courses
- Social influence from reference groups
- Behavioral intentions.

3. Results and discussion

The analysis of the information obtained following the conduct of the interview in order to formulate conclusions was based on the review of the interviews. It was necessary for the data obtained from the interviews to be reviewed through recordings and field notes. Each topic is treated separately.

3.1. Internet usage habits

All respondents selected for the interview use the Internet regularly, which is a necessary characteristic of the investigated population. The activities carried out through the Internet are numerous, from recreational activities to the use of the Internet for professional and educational purposes.

"The moment I turn on the computer I connect to the Internet. My [instant chat] programs start automatically (....) If I am 'offline', I answer. If not, I'll check my email"

The majority of respondents use the Internet to get information or to socialize, these two activities being indicated in the top of the most frequent activities carried out online. There are also situational uses of the Internet: looking for a job or paying bills before they are due.

"First of all, I use the Internet to always be close to my friends (...) even if face-to-face we may only see each other once a week or even less often"

The use of the Internet to buy goods and services for personal use is among the activities carried out online, this being a necessary characteristic of the investigated population. I have not come across any cases where the "first thought that comes to mind" is related to online shopping.

"There were periods when I subscribed to the latest offers from discount sites. I received dozens of offers by e-mail every day. I bought a lot of them"

3.2. Online shopping habits

Romanian internet users buy online very rarely and in particular, certain categories of products, among which are IT products and discount coupons representing various beauty services, tourist stays, restaurant meals, theater tickets and various shows, etc.

“I really don't know why I don't shop online more often. I never thought. The products I usually need, food, (...) I buy them from the hypermarket, or from the kiosk in the staircase of the block"

"I don't leave Bucharest so often that I look for and buy a tourist offer every week"

Asked if they think there are certain product categories they avoid buying online, most respondents mentioned food and clothing and footwear.

"I avoid buying everything perishable: crockery, food... (pause) I remember now. Everything I can't touch, test, sample: clothes, new perfumes, clothing (...) I buy perfumes online, but perfumes that I've used before and know how they smell"

"I have never bought vegetables online. I don't even think there is an 'online grocery’ in Romania (laughs). But I would be willing to try!”

When asked what would motivate them to shop more often, most respondents pointed to price cuts.

"The deals! I can't resist a discount of over 50%. Even if I don't necessarily need [that] product. I feel like I'm doing a good deal"

"I don't know (...) Maybe if merchants would constantly renew their offers, if they would always bring new products or if they would offer added value to the service"

"An instant delivery. I know this is not possible. But how do restaurants with home delivery manage to deliver in 30 minutes?"

3.3 The motivations to buy online

Respondents buy online because of the perceived advantages or because sometimes buying online is the only solution.

"There are no physical collective discount stores. There are outlets (..) but there is no store where I can find both products and service offers, with discounts of up to 90%, in one place"

"I frequently buy digital products: pictures, especially (...) or licenses for [editing programs]. These can only be bought online"

The relative advantages of online shopping are perceived differently by respondents. If for some, the level of prices or the existence of online bargains are the reasons why they choose this alternative to buy, for others, convenience is the main motivation.

"Definitely, the price! Even brick-and-mortar stores like [Domo] offer discounts for online or phone orders"

“Whenever I shopped online, I saved some money. We always chose the best offer as a price. If [online stores] don't have the prices listed, I send them an email with a request. And they send the same message to multiple providers. They [traders] see that too, and that's how they get the best deal without haggling too much."

"On the Internet you have a choice. There are many suppliers and there is competition between them. From here I have to gain"

“I use to buy online because it's more efficient. I can place the order at any time, I know I will be called the very next day for confirmation and delivery"

"I put in minimal effort. All I have to do is type some characters and make some clicks. I don't get dressed, I don't get on the bus, I don't bring the products home"

For other respondents, access to a multitude of information, products, brands and suppliers gives them greater power of selection and the possibility to make an informed choice.

"I have access to several products, which I can compare in a very short time. I can also compare the prices [of these products]. There are also sites that compare prices [price aggregators] but they don't always show all the offers that I find by searching on [Google]"

"On the Internet you have a choice. If the seller doesn't suit me, I can find another a few clicks away"

3.4. The risk associated with online shopping

There are a number of risks associated with online shopping, but consumers perceive the importance of these risks differently. Based on the 26 responses, the most frequently cited fears are: the possibility of credit card fraud, the possibility that the service does not have the specified attributes or does not work at normal parameters, and the possibility that personal data is stolen and made public, or distributed to third parties without their permission.

Respondents' biggest fear is the possibility of losing money due to credit card fraud. The fear is born due to the articles in the newspapers or the televised news about the existence of these causes, intensively mediatized.

"I read about real cases when groups of hackers took money out of people's accounts or emptied them completely. I admit that I'm afraid it won't happen to me too"

Online consumers reluctant to pay online have developed methods to lessen the risk or even avoid it.

"(...) I made a special card for the Internet. I don't keep a lot of money on this card. Always transfer as much as necessary"

"I don't pay by card. There are many other ways to pay. I choose [to pay] on delivery, or through [Qiwi terminals]"

Consumers fear that commercial websites are not sufficiently secure and in the absence of seals/marks certifying the safety of the payment, they refuse to pay online.

"I need to be sure that the payment is secure. I'm looking for Truste or VeriSign seals"

"[Online retailers] are popping up like mushrooms after the rain. I would not enter my credit card details on an unknown seller's website. On the other hand, when it comes to a well-known company, like [eMag], I have no such reservations"

Fear that the ordered products will not have the mentioned attributes or will not perform at normal parameters is again among the most frequently mentioned fears related to online shopping. This risk is closely related to the impossibility of testing a service before buying it, the impossibility of touching it, smelling it, tasting it, etc.

"(...) I don't understand how other people, and I know cases in my group of friends, buy services online. I personally need to have feedback on a service from a friend before I buy a service (...)".

"I have reservations, yes. Until I see the product at home in perfect working order I wonder... But I haven't had such problems. I am also very careful where I buy from".

Most consumers fear that their personal data will be used for purposes other than those for which it was collected: invoicing and delivering a service ordered online. Consumers fear the existence of the possibility of an informational attack through which the databases end up in the hands of malicious persons. Consumers also fear that certain merchants will willingly alienate databases to third parties in exchange for sums of money. They are aware of the existence of these practices and fear the consequences.

"I am not willing to give out more personal information than is necessary. And then I do it with reservations. When I buy from the store [the saleswoman] doesn't ask me for my personal code"

"I can only hope that [the personal data] will not become public. Everyone would know my phone number and address, leaving me exposed to many dangers"

"I'm sure many online merchants are alienating or selling their databases! How else can you explain that I get n spams [unsolicited messages]?"

Dissatisfaction or fears also arise in the case of delivery of services ordered online. This time there is the issue of delivery quality. Respondents' opinions about trust in online merchants are divided and often expressed within opinions about the risk associated with online shopping. Consumers do not trust all online merchants, only those with a good reputation.

Consumers are selective and cautious when shopping online. They have learned to guard themselves from opportunists and possible electronic fraud.

3.5. Consumer satisfaction with online language courses

The vast majority of respondents say they are "quite satisfied" or "very satisfied" with their decision to buy online. However, there are restraints that prevent them from being fully satisfied with their online shopping experience.

There are respondents who want a better quality of information on commercial websites. Other respondents want better organization of information on the page, good navigation, lack of pop-ups, etc.

"I wish companies would constantly update their website. Or have the courses listed clearly, not available to order"

"I am disturbed by the lack of transparency in the case of some services and products. Instead of displaying the price on the website, I replace it with a request for quote form. It does not seem fair"

"I often don't realize what the service looks like. More images, possibly video recordings, demonstrations would be useful"

Other respondents indicated lack of alternative payment methods or lack of a company headquarters as the main dissatisfaction.

"You can't force the customer to pay only by card or Paypal (...) All sellers should offer the option of payment on delivery"

There have also been customers who have complained about the lack of seriousness or professionalism of online sellers, or the poor quality of the service sold online.

"Lack of seriousness. There are a number of established companies (...) But the rest... Some don't even answer e-mails or phone calls"

"I am disappointed that there are no consumer protection laws. If there were, how would it allow so many replicas to exist? And the bottom line is that many of these ghost language centres also occupy the top search positions or have also appeared on discount sites."

Opinions about using the Internet to buy online language courses from consumer reference groups are divided. Opinions also differ between reference group members who shop online and those who do not.

"(...) My parents, for example, are very reserved about online school. They think you're taking a free risk when you make that choice."

"My husband has the most vehement position. Everything he knows [about online shopping] comes from TV. He can't wait for me to be wrong so he can tell me he was right"

“My friends generally shop and study online. Some [of them] complained but that didn't stop them from buying again"

3.6. Behavioral intentions of online consumers

There was not a single respondent who said they would not consider buying language learning services online again. But the intensity with which this intention manifests differs among them.

"Even though I don't specifically set out to do this, I will definitely buy again"

"I receive offers daily. It's impossible to refrain [from shopping online]"

Moreover, there are consumers who recommend online language courses to members of their reference groups.

"I always recommend the offers [of collective discounts] that I propose to buy"

"My friends and family members know that I take online classes. I know my position and I don't necessarily need to recommend anything to them. They realize it too".

4. Conclusions

The technique of the structured interview conducted on the basis of an interview guide was used among 26 consumers. The sample used is a stratified one according to the characteristics of Romanian online consumers. The interview followed eight main themes on which conclusions were formulated. In order to better highlight the way in which Romanian online consumers think, certain statements have been cited.

All selected respondents are regular Internet users and they use the Internet to shop online. Respondents use the Internet mainly for recreational purposes: socializing, watching movies, music, games, etc. But there are consumers who use the Internet in particular to get information, but not necessarily about goods and services. When asked how often they shop online, most respondents said they don't shop often enough and focus only on certain product or service categories.

Asked what would motivate them to buy more often, most respondents avoided answering this question, ending up stating that promotional techniques are what would lead them to increase the frequency of online shopping. However, both the diversification of the range of services through the import of new and innovative courses were indicated.

It seems that the price level in the online market and the existence of price discounts and advantageous offers motivates consumers to buy online. Collective discount sites were often referred to, indicating price as a relative advantage of online shopping. Other consumers cited the convenience associated with saving time with online classes. Moreover, the use of the Internet in the information stage allows consumers to compare offers and suppliers in a very short time, resulting in an informed decision.

Along with the benefits, there is also a risk associated with online shopping for English language courses. Many of the respondents are afraid of online payments due to the possibility of credit card fraud. In this regard, many have developed defense mechanisms. Of equal importance there is the risk associated with the loss of personal data, the fear that they may not become public or be alienated by online sellers. Fears also arise about the attributes or the quality of the service ordered online. These fears are born due to the deprivation of certain sensory processes. As they perceive a high level of risk associated with online shopping, respondents have learned to become selective in choosing an online seller and cautious about making an online payment on any unsecured e-commerce site.

There is a good level of satisfaction with online shopping, but dissatisfactions arise with regard to the quality of information, navigation in e-commerce sites, the lack of price transparency in the case of some categories of services, the cluttering of the Internet with ghost language schools.

Members of consumer reference groups are divided on the new way of shopping. There are both reluctant people and people who encourage the use of the Internet to study online. It is necessary to emphasize the fact that the people reluctant to online learning are usually older people, parents or life partners.

Most importantly, not a single respondent stated that they do not intend to shop online again in the future. But they are not sure how often they will do it. The use of the Internet in the buying process becomes a necessity, when it is not possible to buy otherwise, a need to learn more in the case of services with a high value or an opportunity, when faced with an added value.

The results of the qualitative research confirm the already existing theory on buying behavior in the online environment. Motivations. Consumers choose to buy online mainly due to the increased convenience or comfort and due to the existence of a variety of products, brands, manufacturers, retailers that allow a greater power of selection. Low prices, price reductions, wealth of information are other reasons why consumers choose to buy online.

Barriers. The main barriers to not buying online are primarily given by the perceived risk in the online environment. Consumers fear for the security of their financial and personal data. They are afraid of a possible attack through which unauthorized persons could gain possession of the data on the card. Some consumers expressed reservations about the disclosure of personal data due to their belief that certain online sellers will sell their databases to third parties and they will receive unsolicited commercial messages. Consumers do not trust all online sellers and tend to buy online from those who already have a reputation and reputation both online and offline. Consumers complain about the existence of so-called "ghost" sellers. Consumers fear that the product bought online will not be the one ordered in terms of the promised characteristics, attributes and performance. Most consumers would prefer to be able to test or try the product before buying it. Consumers perceive delivery as another impediment. First of all, it is necessary to wait at least 24 hours before taking possession of the desired product. Second, they worry about delivery: Will the product be delivered on time? To the indicated destination? Without suffering damage due to handling and transport? If they are not satisfied with the product, they perceive the return process as difficult and time-consuming.

Expectations. Consumers form certain expectations in the three stages of the buying process. In the pre-purchase stage, consumers expect to easily reach the desired information, with as few clicks as possible. Consumers expect the information from e-commerce web platforms to be complete, detailed, accurate, updated and arranged in an appropriate format to allow them to make comparisons between prices, features, functionalities of the products. In the buying phase, consumers expect to place the order without difficulty and without errors and for it to be confirmed by the seller both by phone and instantly, generated by the e-commerce web platform. Regarding payment, consumers expect the online seller to offer them several payment methods, not only online card payment. In order to pay online with the card, consumers need an assurance regarding the security of the e-commerce web platform. They pay by card only if the e-commerce platform and the seller inspire them with confidence. In the post-purchase stage, consumers expect to be able to contact the seller at any time to find out about the status of the order. Also, they expect the delivery to be on time.

Perceptions. Studying consumers' perceptions regarding behavioral control in the case of buying goods and services on the Internet, most of those interviewed have both the resources and the knowledge and skills necessary to buy online. They stated that they can order and pay online without any help from another person, moreover, they are able to explain and teach other people to buy online. All those interviewed frequently use the Internet, for various purposes, which is why they perceive a high self-efficacy. Studying consumers' perceptions regarding the compatibility between their needs, values and lifestyle and how to buy online, opinions are divided. There are those consumers who are always in crisis, for whom going physically to the store is a burden and for convenience they prefer to buy online. There are also those price-sensitive consumers whose financial savings they can make online attract them to this way of buying. These two categories of consumers perceive a high level of compatibility with the new way of buying online. There is another category of consumers who prefer to buy traditionally due to the experience that the traditional store offers them. These consumers make shopping a pleasant, often social activity. The lack of socialization in the online environment causes them to perceive a reduced compatibility with the new way of shopping. There are also those risk-averse consumers who prefer to inspect the product, test it, sample it. They also perceive a low compatibility with the new way of shopping.

Attitude. Most of the people interviewed have a favorable attitude towards the idea of buying language courses online. Even if they don't use the Internet to buy everyday products such as food and drinks, they don't reject the idea of learning a language online, or at least getting information on the Internet, in the case of other categories of training services. The majority of those interviewed would recommend buying language services via the Internet.

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