Editorial

Lorna Uden

Faculty of Computing Engineering and Sciences,
School of Computing,
Staffordshire University,
College Road, Stoke-on-Trent,
Staffordshire ST4 2DE, UK
Email: L.uden@staffs.ac.uk

Welcome to the V13N3 issue of *IJLT*. This issue consists of four papers. The first paper is 'Enhancing Thai Generation Z's creative thinking with Scratch through the spiral model' by Purita Sayavaranont, Pallop Piriyasurawong and Namon Jeerungsuwan. This paper is a report on the findings of research and development into the instructional model 'enhancing Thai Generation Z' creative thinking with Scratch through the spiral mode. The purposes of this study are:

1   to develop

2   to evaluate and gain experts' opinion on the proposed model, adapted from a creative thinking spiral first used in Scratch, based on Thailand's challenges.

The proposed spiral model consists of ten steps: analyse, inspire, educate, imagine, create, experience, share, reflect, evaluate and imagine. The research was conducted through a semi-structured interview methodology whereby the questions were prepared and circulated to nine experts in advance. All of them agreed that using the spiral model, and by extension, Scratch, is an appropriate way to develop and improve creative thinking among Generation Z Thais. However, further research and more empirical studies are needed to verify the model.

The second paper is 'Flipped classroom approach for preschool students in learning English language' by Siti Hajar Halili and Rafiza Abdul Razak. The authors of this paper highlight that applying flipped classroom (FC) contributes to better understanding of technology use in the teaching and learning (T&L) process specifically for pre-school students. Using Gagne's theory, this study aims to identify the T&L processes carried out when using a FC approach. Findings show that students have positive responses toward the T&L processes using a FC approach. Three themes emerged during the interview process – children's learning, video lectures and learning guidance. According to these authors, the contributions of the paper are to encourage the future English kindergarten teachers to implement FC in their T&L practices. The work is at its early stage and more studies and validations are necessary to verify the results.

The third paper is 'E-assessment with multiple choice questions: a qualitative study of teachers' opinions and experience regarding the new assessment strategy' by Rosalina Babo and Jarkko Suhonen. The authors of this paper analysed teachers' perceptions and opinions about the new assessment procedure introduced by the Information System Department at ISCAP, namely multiple choice question (MCQ) using the Moodle quizzes tool. The aims of the study were to discover the teachers'

opinions about the new procedure, to pinpoint the advantages and disadvantages of the new e-assessment solution, to explore whether the e-assessment solution evaluates the same knowledge compared to existing solutions, and review what competencies and skills are required or developed by the students when using the new assessment, including how to further improve the new e-assessment strategy. The results show that there are some disadvantages related to the assessment of students with a MCQ Moodle quiz. MCQs are unable to develop and evaluate some competencies and skills that, in comparison, a computer assisted test can do. Nevertheless, the study's main result was the confirmation that e-assessment with MCQ remains reliable in any degree program course preferably when combined with another kind of assessment, which must be effective in developing the previously referred skills and competences. A problem-based group project was pointed out as a necessary complementary evaluation to complete the assessment process. Further research should be conducted to verify the results.

The last paper is 'The use of 3D multi-user virtual environments in computer assisted second language learning: a systematic literature review', by Stefania Borona, Efthimios Tambouris and Konstantinos Tarabanis. According to these authors, 3D multi-user virtual environments (3D MUVEs) is a suitable complementary environment for language learning and practicing speaking, listening, writing and reading skills in a constructivist framework. The features of the virtual worlds allow the construction of the knowledge through collaboration and problem solving and offer possibilities of interaction with the environment, the objects and the other community members through avatars. On the other hand, according to the literature, a number of problems are observed during 3D MUVE's usage in the examined cases.

The rapid development of information and communication technologies (ICTs) is influencing the way we learn. 3D MUVEs is an emerging technology that is increasingly used in computer assisted language learning (CALL). Virtual environments are immersive, virtual worlds that could enhance second language learning (SLL). However, due to the novelty of the medium, the field lacks a complete, systematic literature review that can support or reject the argument that '3D MUVE can enhance SLL'. The aim of this paper is to map this emerging research field. For this purpose, a published method for conducting systematic literature reviews was employed. Using this method, the authors identified 128 relevant papers. From these, they selected 32 that included case study results and employed general purpose virtual worlds (e.g., Second Life) rather than games (e.g., Warcraft). The results suggest there is evidence of improvement in learning outcomes, communication skills and motivation. In addition, this paper sheds light on areas requiring further research, such as the instructor's role in a 3D MUVE.

In this paper, the authors conducted a very comprehensive literature review of the use of 3D MUVE for CALL. However this study still has limitations. It is important to identify the research gaps that are missing and point to how future research can address the identified problems.