Editorial

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Welcome to V 15 N 4 issue of *IJLT*. This issue has four papers. The first paper is, 'Factors that impact the use of educational technology by Cypriot teachers: an alternative training opportunity' by Kyriakos Demetriou. This paper explores the views of six Cypriot primary school teachers regarding the value of educational technology, their actual use of such technology in their classrooms and factors working against its use. Participating teachers collaborated with the researcher in the design of simple web-based learning environments for a variety of learners in their classes and the use of those in a series of computer-mediated teaching sessions.

According to the author, the teacher development approach is a conceptual framework for in-service professional development of educators with emphasis on the enhancement of all aspects of a teacher's development such as attitudes, knowledge and practice. Both before and after this, participant observations and semi-structured interviews were conducted. It was found that the use of educational technologies in these Cypriot primary schools depends on a complex framework of interwoven and dynamic factors at both teacher and school levels. The results suggest that this collaboration opportunity has the potential to develop positive attitudes and change conservative stances towards educational technology. But other factors such as lack of time, a demanding curriculum and limited ready-made and suitable educational software work against its use. More studies are required to validate the results because of the small sample used. It is necessary to have further studies for different settings.

The second paper is 'Effects of flipped teaching method integrated with corrective feedback on EFL learners' grammar learning and retention' by Sonour Esmaeili, Nasrin Hadidi Tamjid, Karim Sadeghi and Zohreh Seifoori. This study investigates the effects of the flipped teaching model (FTM) using two types of corrective feedback (CF), explicit and implicit. These authors argue that the FTM integrated with explicit feedback leads to statistically significant improvement in students' grammar learning over time as compared to the traditional classes and implicit FTM. According to these authors, a total of 80 Iranian EFL learners participated in the study. Forty of the participants studied grammar using the FTM, and the other 40 in traditional manner. Each group was divided into two groups of 20 receiving different types of CF (explicit vs. implicit).

The data were collected over time through three achievement tests (pre-intervention, post-intervention and three-week follow-up). According to these authors, split-plot analysis of variance (SPANOVA) revealed that flipped teaching integrated with explicit feedback was beneficial, yielding a significant improvement in students' grammar learning and retention over time. But this study only focused on problematic

grammatical structures, which means different results may be obtained considering other structures or different skills of language in flipped classrooms integrated with CF. Further studies are required.

The third paper is, 'Blended learning in tertiary education: teachers' beliefs according to the technology acceptance model' by María Cruz Sánchez-Gómez, Antonio Víctor Martín-García and Juanjo Mena. This paper used a quantitative and qualitative approach to analyse the beliefs, expectations and attitudes of university teaching staff regarding the adoption of blended learning (BL) methodologies. They argue that our study shows that the technology acceptance model (TAM) is useful for studying complex systems or behaviours in the use of BL. A mixed-method design (a sequential explanatory model) was used. Furthermore, a confirmatory factor analysis of the TAM and a topic analysis were also carried out. A sample of 982 Spanish university lecturers participated in the study; with 86 taking part in the qualitative analysis.

According to these authors, the results show that the variable intentions help to determine the lecturers' acceptance of the use of BL. The advantages and disadvantages of the experiences of the lecturers are related to the implementation of BL. The positive aspects were practice-based cases, the improvement of digital skills, peer learning and greater interaction. The negative ones were related to time and effort, little coordination among teachers, higher classroom ratios, and difficulties in tracking the submission of assignments. However, more empirical studies are needed to verify the results in different contexts.

The fourth paper is 'ICT use patterns, mental health symptoms and the well-being of the open distance learning student: a replication study with historically advantaged students' by Thomas Mc Donald van der Merwe. According to the author, information and communication technology (ICT) play an increasingly important role in open distance learning (ODL). In addressing an area of research that has not received any attention, a recent study conducted in the South African context of disparities concluded that medium ICT use patterns hold no risk factors for the mental health and well-being of the historically disadvantaged ODL student.

To determine if the basic findings can be applied to a different subgroup of students who are known to have better access to ICT resources, a replication study with historically advantaged students was done. Data collected from 699 students in an online survey revealed high ICT use patterns with higher computer use by working students compared to full time students, an equal spread of computer overuse symptoms, a higher loss of sleep by the former, and a shared preference by both groups for individualised and non-collaborative academic activities that require minimal use of ICT. The internet was mainly accessed from home and/or work and by mobile phone. The author found no significant relationships were reported for both groups between their total ICT use scores, their mental health and psychological and emotional well-being, with most students diagnosed as moderately mentally healthy or flourishing. A very strong correlation between total ICT use scores and social well-being was reported for working students. Other than this correlation, results were relatively consistent with the historically disadvantaged student study; hence this study concluded that in the context studied, ICT use patterns hold no risk factors for the mental health and well-being of the ODL student in general. More studies would be useful to verify the results.