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## Editorial

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Welcome to V 16 N 2 issue of *IJLT*. This issue consists of four papers. The first paper is 'Learners' and teachers' acceptance of mobile learning: an exploratory study in a developing country' by David Mutambara and Anass Bayaga. According to these authors, studies have shown that users' acceptance is very important for the adoption of m-learning, because the successful adoption of any information system depends on the users' acceptance. Consequently, it could be argued that successful implementation of m-learning in high schools of developing countries requires investigation of its acceptance from both teachers and learners. The current study used the technology acceptance model (TAM) to examine learners' and teachers' acceptance of mobile learning of Science, Technology, Engineering and Mathematics (STEM) in a developing country. A total of 160 learners and 100 teachers were selected using stratified random sampling to participate in this study. Quantitative methods, including structural equation modelling data analysis, were employed to examine STEM learners' and teachers' attitudes towards mobile learning, and to investigate factors that learners and teachers consider important when accepting mobile learning in STEM. The results indicated that both teachers and learners have a positive attitude towards mobile learning.

However, one limitation of the current study is that it only focused on Grade 12 STEM learners and teachers. Therefore, the generalisation of the findings of this study to teachers and learners of other lower grades and primary schools should be done with caution. Future studies must include teachers and learners of other lower grades and parents as well. It will be interesting to add more intrinsic predictors to the TAM, like perceived enjoyment and playfulness to find other factors that affect teachers' and learners' attitudes towards m-learning. Additionally, future research is also needed to empirically verify the research model with larger samples in other developing countries.

The second paper is 'Critical issues, challenges and opportunities for cloud-based collaborative online course provision' by May Aldoayan, Reza Sahandi, David John and Deniz Cetinkaya. These authors argue that online courses offered worldwide by higher education institutions has been growing rapidly. There are several issues that affect student learning, such as the experience of academic staff and students in online courses, the design of course structures, creation of suitable teaching resources and the study culture. One possible way to address them is to adopt a cloud-based collaborative environment between universities. This paper presents the results of a study that explores the issues that universities should consider before establishing such an environment. In this paper, the authors identified several issues associated with online courses which can influence students' learning and experience. A two phased methodology was adopted to

undertake this investigation. Phase 1 consisted of interviews with 16 academics which explored the issues associated with collaborative environments and resulted in the emergence of several themes. Phase 2 included two surveys which investigated the themes identified in Phase 1 in greater depth and breadth, identifying challenges and opportunities.

According to these authors, the challenges that should be taken into consideration before universities take up cloud computing are: legal, educational, operational, security and quality. Further, empirical work is required to verify the findings. Future work connected to this research should involve the development of a conceptual framework that will illustrate the relationships between the elements. The framework will provide guidance to universities wishing to establish a cloud-based collaborative environment for online course provision.

The third paper is 'The evolution of technology-based assessment: past, present, and future' by Saleh Ahmad Alrababah and Gyöngyvér Molnár. According to these authors, the use of technology-based assessment (TBA) may lead to improved assessment, thus offering numerous advantages. These authors argue that the possibilities, advantages and challenges of TBA are growing in accordance with the level of application (e.g., item development, delivery, scoring and feedback), type of technology (e.g., desktop computer, touchscreen tablets and eye-tracking technologies), methodology used (e.g., delivery and delivery on removable media), scoring (e.g., automatic, computer-based, but not automatic, human scoring; item-level scoring based on the actual answer of the students or logfile and process data analyses based on the actions of the students), item types (e.g., traditional multiple-choice or state-of-the-art third-generation innovative item types, including interactivity), domains (e.g., domains can be assessed using traditional methods, such as reading fixed texts, or domains requiring TBA, such as reading digital and printed texts) and the technological conditions of the assessment. Through technology, teachers and educational authorities and managers can develop new policies that truly meet the expectations of the 21st century.

This paper presents a systematic literature review of the different qualitative or quantitative stages in the development of TBA, from the first use to the latest developments, including a systematic analysis of the media effect and media comparison studies on students' performance using the same test (or measuring the same construct) in different media. It also presents and discusses the impact of large-scale international assessments on the evolution of TBA and the challenges of TBA developments for the future. However, it is merely a literature review and offers limited benefits to readers.

The fourth paper is 'Motivation, international posture, and willingness to communicate as predictors of L2 communication in online contexts' by Shima Balouchi, Arshad Abd. Samad, Habibah Ab Jalil and Nooreen Noordin. The authors of this paper argue that online platforms offer plenty of opportunities for second/foreign language (L2) learners to communicate with other L2 learners, L2 instructors, and native speakers beyond geographical barriers, anytime and anywhere. However, the impact of these variables on the L2 frequency of communication (L2 FC) in online contexts is not adequately discussed.

This study examines the relations between affective variables [L2 motivation, international posture, and willingness to communicate in a second language (L2 WTC)] and L2 FC in online contexts. This paper also attempts to investigate L2 FC as two separate entities, one for study-related activities and another for leisure-related activities. Data were collected from 245 Malaysian undergraduates and graduate L2

students and analysed using partial least squares structural equation modelling. This study demonstrates the theoretical validity and empirical evidence of the socio-educational and WTC models for online English learning. The obtained results verify the significant roles of affective variables like L2 WTC, motivation, and international posture on learners' L2 communication behaviour in online contexts. It also yields new perspectives on learners' L2 FC in online contexts by pointing that L2 motivation is a significant predictor of L2 FC for study-related activities, while international posture is a significant predictor for leisure-related activities.

But some limitations are associated with this study. Firstly, the data was obtained from one research universities in Malaysia. Secondly, the fact that the respondents have different ranges of English learning experiences raises the question of whether L2 learners with lower L2 experience will display a lower WTC and L2 use in online contexts. Thirdly, the current study is non-experimental quantitative research, which uses a self-report survey. Fourthly, one other potential concern is the nature of this study, which is cross-sectional and its reliance on online self-report questionnaires to measure the proposed constructs. This may imply that the obtained results are liable to common method variance (CMV) between predictor variables and outcome variables. Future research is required to address the limitations.