
Editorial

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Welcome to V 16 N 3 issue of *IJLT*. This issue consists of four papers. The first paper is 'Exploring adult learners' perceptions towards learning English via mobile applications' by Jo Shan Fu, Hui-Chin Yeh, Pei-Chun Liang and Leechin Heng. This paper thus explores adult L2 learners' progress and perceptions in using mobile applications (apps) based on self-regulated learning (SRL) to enhance their English proficiency, particularly in aspects related to listening, comprehension and speaking skills. According to these authors, findings from the study demonstrate the affordances of mobile apps in enhancing L2 learners' SRL through accessibility and portability in offering adult learners to practice and engage with study materials according to their personal interests and learning progress. The study also found that the mobile apps provide adult learners with the opportunity to access learning materials anytime and anywhere, which not only lowers their anxiety but also encourages them to fully participate in class.

Although findings from the study have demonstrated that mobile apps based on SRL can be an effective means to promote aural and speaking skills, there are still some limitations that need to be taken into consideration. Firstly, the size of the study is too small to verify the results. Secondly, the participants were all female. A different result may be obtained from a mixed gender environment. Thirdly, the study was only done in Taiwan, the outcomes could be different in another country. More studies are required to validate the effectiveness of the results.

The second paper is 'The role of technology readiness in students' perception and behaviour towards e-learning technologies' by Tejas R. Shah, Tejal T. Shah and Amit Jain. This paper explores students' e-learning behaviour in terms of e-learning satisfaction and behaviour intention based on e-learning service quality and technology readiness (TR). Accordingly, to these authors, TR creates significant positive impact on students' e-learning service quality that influences satisfaction and behaviour intention positively. Satisfaction also mediates the association between e-learning service quality and behaviour intention. This research also aims to measure e-learning service quality.

In the study, a structural equation modelling (SEM) technique was used for data analysis. First, the literature review related to TR, e-learning service quality, e-learning behaviour was conducted. Second, the Delphi method was used to refine a questionnaire. Survey method was followed for data collection. The final sample included students who had frequent experience of using e-learning technologies. The outcome of this research shows that TR influences the e-learning service quality perceptions. TR also influences the e-learning service quality perceptions and students' satisfaction and behaviour intention. However, the research only focuses on future intentions rather than real

behaviour towards e-learning. It would be useful to examine the actual behaviours of students' e-learning platforms as well as influence that attitudinal, demography and situational factors may have on students.

The third paper is 'Using the personal computer utilisation model to predict students' technology user behaviour in universities in Botswana' by Norman Rudhumbu, Elize du Plessis, Kanos Matyokurehwa and Cross Gombiro. This paper investigates whether the personal computer utilisation model (PCUM) could be used to predict and explain factors that influence the technology user behaviour of university students in Botswana. The PCUM is a model designed not only to predict PC utilisation but also to predict technology acceptance. According to these authors, the PCUM comprises of six key elements namely job fit (JF), complexity (CO), long-term consequences (LC), affect towards use (ATU), social factors (SF), and facilitating conditions (FC) that influence technology use by users; which can be used to measure the technology user behaviour of university students. A quantitative approach that employed a self-constructed structured questionnaire was used to collect data from a sample of 940 students from three public universities. Confirmatory factor analysis (CFA) was used for data validation of scale items.

Results of the study showed that five of the factors namely: job fit, long-term consequences, facilitating conditions, affect to use technology, and complexity significantly influenced the technology user behaviour of university students while social factors did not. These authors argue that PCUM could be used to predict and explain the technology user behaviour of university students. More empirical studies are needed to validate the results.

The fourth paper is 'Mapping learning management system features of persuasive design strategies to inform the design of persuasive learning management system' by Wan Nooraishya Wan Ahmad, Ahmad Rizal, Ahmad Rodzuan and Carolyn Salimun. This paper seeks to shed light on the emergence and consolidation of persuasion in the design of online learning environments and their effect on the users. These authors synthesise the literature on online learning by reviewing the literature on persuasive design in the online learning context. Based on the review, they identified several persuasive strategies that are used effectively in online learning. These persuasive design strategies include reduction, tunnelling, tailoring, self-monitoring, liking, personalisation, social role, reward, praise, suggestions, trustworthiness, competition and social comparison. A mapping of possible persuasive design for a learning management system is suggested.

However, this is only a conceptual paper. The proposed model must be validated by actual design and use.