

## EDITORIAL

Welcome to Volume 4, Issue 1 of the *Journal of Research, Policy & Practice of Teachers and Teacher Education* (JRPPTTE). The journal, since its inception, has always been to further the study and critical discussion of all aspects regarding teaching and learning, and teacher education. The aim of the journal is to provide a platform for discussing the concerns, aspirations and innovation that occur in the everyday lives of teachers and teacher educators. This volume continues that tradition to allow teachers, teacher educators, postgraduate students and experienced researchers to review, to investigate, to examine, and to formalize areas of interest and importance in academia.

The first article by Mohamad Termizi Borhan reviews works in the areas of problem-based learning (PBL) and concludes that teacher education must provide opportunities for pre-service teachers to simultaneously acquire knowledge and develop skills in areas of PBL. He argues that it is important to refine PBL employment especially in teacher education and to contemplate improvement, which will subsequently lead to an improved constructivism learning experiences for pre-service teachers.

Dana J. Perlman from Australia examines the influence of distinct motivationally-based instructional approaches on students' game performance and involvement in the second article. Her data analyses indicate that students engaged in the autonomy-supportive learning context show significantly higher levels of performance and involvement when compared with other groups.

The teaching and learning of Malay language in schools, specifically the writing of essays, is analyzed using a Hermeneutics Pedagogical method by Suppiah Nachiappan, Nisha Nair Vijain Kumar, Fatimah Haji Mohd Zulkafaly, Siti Shakina Sharom, Quadri Mojeed Akorede and Harikrishnan Andi. They show that students will be able to extract information and past experiences from long-term and short term memory assisted through the style of cognition and affection. Students then apply the elements of emotions or feelings to enable them to produce good essay passages.

The final article by Pauline Swee Choo Goh and Kung-Teck Wong investigates variation in beginning teachers' early experiences of their own teaching competency through a phenomenographic research. Their analyses reveal that beginning teachers 'saw', 'understood' the conceptions of competency in five different ways: i) the ability to manage classroom and student behavior, ii) a strong knowledge of the subject content, iii) the ability to reach out for assistance and support, iv) understanding the students they teach, and v) possessing values of professionalism.

I would like, again, to extend my gratitude to Fathdzelly who took on the Herculean task of setting up the website and providing an online submission portal; reviewers, for their outstanding work; the authors, for their work and fortitude in the face of delays; and the Editorial Manager, for her kind assistance in writing these editorial notes. The next issue will be published in December 2014, and I encourage all those 'with something to share' to make JRPPTTE as your platform to do so. Please submit online at <http://jrpptte.upsi.edu.my>. Finally, I and the editorial board members would be glad to receive comments and suggestions from you, our readers, with a view to improving the quality of this journal.

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