

## EDITORIAL

Greetings. If you are working in a university setting, your semesters are beginning to wind down. However you contribute to the educational arena, the Editors and I hope things are going smoothly. We are pleased to be able to share, in this new issue (Vol 5, No.1), five articles related to teaching and teacher education.

Dana Perlman from the University of Wollongong, Australia, shared the results of her Teacher Care Project. Results indicated that students engaged in the high supportive setting significantly increased their levels of motivation, engagement and effort compared with students in the low support group. Findings from this study provided the first empirical evidence that supporting relatedness can positively influence the affective aspects of students with low motivation.

Abdul Talib Hashim, Insyirah Abu Bakar, Rosma Osman, Nordin Mamat, Abdul Rahim Razali and Amir Hasan Dawi sketch an important picture of how the education system in Malaysia can play an important role in strengthening the relationship among multi-ethnic students. The present article provides new evidence illustrating how a secondary school implemented various strategies to strengthen student relationship and recommendations were made to this effect.

Suppiah Nachiappan, Vanitha S.Vijayan, Harikrishnan Andi, Velayudhan P. K. Veeran and Fatimah Mohd Zulkafaly seek the answer to whether cognition enhancement through play is able to assist in the learning and recovery recognition of remedial students. These researchers examine the extent to which play activities improve remedial students' level of thinking and typical recovery recognition. The results show that there is a positive relationship between playing, learning and recovery cognition. The implications for educational programs are addressed.

Authors Pauline Swee Choo Goh and Kung Teck Wong argue that although appraisal of teachers through standard-based competency is necessary, it also poses significant challenges for teacher educators as they set out to train new teachers to begin teaching in ways that are congruent to the standards. The authors seek to acquaint readers with the complexity of standards-based competency while simultaneously suggesting how teacher education can better improve.

The final article, by Choo Kan Fah reminded us of the ever important need for teachers to teach in different ways. In this study, Choo Kan Fah investigated the use of games to teach vocabulary acquisition in the Chinese language classroom. She found that the pupils of high, middle and low vocabulary acquisition levels in the experimental group significantly performed better than those in the control group. These positive results offered a notable incentive to language teachers to include game-based practice in their teaching of vocabulary.

As always, we continue to look for strong scholarship, both quantitative and qualitative, and extend an invitation to you to submit your work for publication, to serve as a reviewer for the journal, or to do both. With JRPPTTE being online, there is more space to accommodate outstanding work and we will do our best to continue to offer a timely review and publication process. Please see our information for authors at <http://jrpptte.upsi.edu.my/> and let us know if you have any questions.

## Special Announcement

JRPPTTE's December 2015 issue will accept articles in *Bahasa Melayu*. As usual, we are open to a wide range of educational concerns and inquiry.

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