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A Foreword from the Editor-in-Chief

Lim Kam Ming

National Institute of Education, Singapore

AsTEN is pleased to present the third issue of the AsTEN Journal of Teacher Education. The journal serves as a platform to advance research and facilitate discussions on teacher education, especially in the ASEAN region.

Ranging from a study on teachers' self-efficacy to a curriculum analysis, the six papers in this third issue will contribute to the research literature on teacher education.

Nyunt & Aung (2017) found that teachers' self-efficacy was positively linked to job satisfaction and highlighted the importance of professional development programmes to increase teachers' self-efficacy.

Two papers examined issues related to language education. Munalim & Lintao (2017) found that the language used at home influenced the quality of a writing task. Their study suggested a number of

implications for language teaching and learning. The paper by Tibus and Milla (2017) examined the effects of teaching and learning material to students' level of language competence.

Ng & Guzman (2017) analysed the research literature to examine the number and nature of published papers that covered the topics related to liminality, liminal space, or rites of passage model amongst graduate students.

Bedural, Abulon & Reyes (2017) proposed a framework to facilitate mobility among teacher education institutes in the ASEAN region.

Rivera's (2017) curriculum analysis highlighted the importance of the alignment of teaching pedagogies and the key features of the curriculum.

We look forward to your continued support of the AsTEN Journal of Teacher Education.

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