

## PREFACE TO THE EDITION

We are pleased to present Volume 2, Issue 4 of **International Journal of Education and Pedagogy (IJEP)**. The five articles in this issue address learner strategies, self-regulation, inclusive practice, game-based learning, and blended instruction, in studies set in Vietnam and Kerala, India.

The issue opens with a case study of reading comprehension strategy use among English-major students at a Vietnamese university. Fifty-nine students reported using strategies at a slightly above-average level, with cognitive strategies used most and social-affective strategies least.

The second article, an explanatory sequential mixed-methods study, finds that self-regulated learning is significantly and positively related to academic achievement among secondary school students in Kerala. Interviews show higher achievers planning deliberately, monitoring themselves, and persisting.

The third article explores teachers' perceptions of inclusive education in Kerala. Teachers endorsed inclusion in principle but felt underprepared. They attributed their difficulties mainly to systemic barriers and named collaboration as a key support.

The fourth contribution is a systematic review of game-based learning. It reports small-to-moderate gains in achievement and favourable effects on motivation, with outcomes depending largely on design and implementation.

The issue closes with a quasi-experimental study of blended learning among ninth-grade students. The blended group showed significantly higher achievement and engagement than the conventional group.

Together, these articles show that learning outcomes depend on both learners' own strategies and the systems and designs that support them. We hope the issue will be useful to researchers, practitioners, and policymakers.

We thank the authors, reviewers, and editorial team for their work, and we invite readers to contribute to future issues.

Dr. Renjisha R.  
Chief Editor

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