

Editorial

Welcome to the June Volume of the Rangsit Journal of Educational Studies (RJES). On behalf of the editorial board, it is our delight to complete its sixth year of publication. Over the past six years, the journal has contributed to the academic communities surrounding diverse topics in educational studies and we are very proud to publish the articles contributed by both international and domestic scholars as well as PhD and Master's Degree students. We have constantly continued to improve and broaden the editorial process to ensure the level of quality and we hope that we will be supported by our contributors and readers in the future.

In this issue it is our great honour to publish the invited paper from Amporn Srisermbhok, a Thai scholar, who shares her in-depth look at the impact of IT and media on Business English majors' autonomous learning. We also have the contributors from Thailand: Unaree Taladngoen, Naruporn Palawatwichai, Reuben H. Esteban and Nalinrat Phuphawan who examine factors affecting English as a foreign language tertiary students' reading comprehension ability. The findings reveal insight into learners' internal factors that play a significant role in learning achievement and reading comprehension ability.

Nathara Mhunpiew and Juntong Liu review current situation and the model of the Chinese cultural communication of the Confucius Institutes in Thailand. Interestingly, the paper reveals that the cultural communication of the Confucius Institute in Thailand is facing long-standing unresolved issues. It is for this reason that the selection of professional teachers for cultural communication should be envisioned.

The next study is contributed by Edward Devere Bacon and Timothy Bounty, lecturers at International College, Rangsit University. Edward and Timothy examine the effectiveness of implementing a peer-assisted learning (PAL) center into the curriculum of an intermediate English reading and writing course. One of the striking findings shows that there is a mismatch of mentor to participant as the participant levels varied considerably in some cases. The pedagogical implications are profound and should be a focus for subsequent research.

Putri Rosita Irawati and Listyani investigate problems in classroom management encountered by three English teachers in a rural area, Indonesia. The results shed light on some of the teachers' roles that are involved in promoting and motivating students' learning. Irawati and Listyani acknowledge that teachers should know and regularly apply effective teaching management strategies in classrooms.

In the last article, Thaweesak Chooma develops task-based learning (TBL) and communication strategies (CSs) instructional model to enhance English speaking skill for public health students. The author presents the systematic development of an instructional model which in turn leads to the students' high satisfaction level and better speaking skill.

We would like to again express our gratitude to all the authors who made this issue possible. Their support is appreciated. Special thanks also to Dr. Arthit Ourairat, Rector of Rangsit University and Associate Professor Dr. Usaporn Swekwi, Dean of Graduate School of Education, for their generosity and immense support. Finally, we are also grateful to all our reviewers for their helpful and constructive feedback. Their services greatly contributed to improving the quality of the manuscripts.

Ratchaporn Rattanaphumma
Chief Editor
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