

## Chief Editor's Note

Time does fly and now RJES is proudly entering its 8<sup>th</sup> year anniversary. This Volume 8 Issue 1 of RJES is proof of our endeavor to be a reliable academic platform for all who are interested in changes in the field of education. This issue presents the articles dealing with not only what happens in the classroom but also the learning environment which refers to other features beyond the physical facilities such as the contexts and cultures in which students learn.

Speaking on behalf of our RJES Editorial Board, I would like to emphasize that it is always a pleasure to publish papers submitted by authors from various educational institutions both national and international. All put forward useful ideas that have both theoretical and practical significances for the field. Thus, my appreciations go to all our authors. Their hard work and efforts make our journal possible and justify our existence alongside other academic journals.

This issue opens with *The Complexities and Moral Conflicts of Chinese Students; Adaption for Overseas Classes* by Wenyu Guan. Certainly, when teaching international students especially Chinese, it is important to be aware of the roles Culture plays in moulding students. Learning will be maximized if both sides adjust themselves. Nathara Mhunpiew, Yi Dan and Pantira Uarat in *The Construct Reliability and Validity at the Thai Version of the South East Asia Teachers Competency Framework (T-SEA-TCF)* discuss reliability and validity of a newly designed framework to measure teachers' competencies. In other words, what are the competencies that make up a good teacher? And is the framework trustworthy? Napak-on Sritrakarn shares with us her paper entitled "*English O-NET and the Core Curriculum: Expectations and Alignments*" to illustrate how much the English O-NET exam paper tests what is required in the core curriculum and that one exam item is related to more than one domain of knowledge. Xiaotian Li and Mengyan Li discuss the advantages of small class size and large class size in her academic paper "*The Effect of Large and Small Class Size in Compulsory Education in China*", a classic challenge for all in education, especially places facing people resource limitations. Poonlarp Prasongngern's paper "*Examining the Effect of L2 Motivational Self-System on L2 Achievement of Students at a Thai University*" confirms that the L2 Ideal Self and L2 Learning Experience are found two outstanding supportive factors in student learning achievement. Therefore, the learner is the center of his or her own learning success. On how our students can be further supported, Jesse Sessoms presents his paper entitled "*A Model for Development of Counseling Centers in Thai Higher Education to Improve Student Services*" The findings obtained from his study shows that university students can improve their academic performance and social relationships if 'the Counselling Center' at the university level offers good counseling the purpose of which is for students' well-being. The last article by Jirayu Songkhro. is entitled "*What Really Stops the 21<sup>st</sup> Century Thai Learners Answering questions in EFL Classrooms?*" On the part of the students, Linguistics and Anxiety are the answers although the teachers have tried their best to offer the opportunities and adhered to the student-centered approach.

On the final note, please don't forget that your submissions are always welcome. RJES wishes all our readers the best of health and take care.

Malivan Praditteera  
Chief Editor  
31 May 2021