

## Chief Editor's Note

Education is an area that has been radically disrupted by the spread of the COVID 19 Pandemic. Progress of face-to-face programs in terms of educational management and delivery has been made almost impossible due to this severe health threat. Teachers and students are required to take up online teaching and learning as an alternative approach to continue their normal school year activities. Despite a promising and useful support from information technology, there have been negative comments on the quality of student learning. However, the show must go on until COVID 19 disappears or becomes less threatening.

This issue of RJES is proud to present six articles all of which are related to significant areas of education. The goal of the journal is clear. We want to share what is found in six studies with our readers to raise our awareness about what to pay closest attention to. The first article by Aijia Guo and Supinda Lertlit entitled “*The Impact of Mobile-Assisted Language Learning on Chinese Vocabulary of the Third-Year Thai Students at a Private University*” points out that at the very moment in time, it is undeniable that technology plays an important role in the life of students and teachers. It helps students to improve their Chinese vocabulary learning. Wirada Amnuai, Chompoonut Piewngam, Pimchanok Nawatmongkolkorn and Kiatisak Pimpa in their article, “*Analyses of Structural Organization and Subject-Verb Agreement of English Paragraphs Written by Thai Accounting Students*” confirm once again that writing is still bitter medicine for many Thai students due to the different linguistic structure of the target language, English. In “*Grit Assessment of Filipino Students at Risk of Dropping Out (SARDO)*”, Michael B. Bibon proposes an assessment grit to identify and predict the dropping-out risks of Filipino students and a whole-child approach employing growth mindset instruction to solve the problem.

The fourth article by Saber Alavir focuses on studying the accuracy and lexical complexity of students' writing at a Thai University through inside class and online activities. The article is entitled “*The Implementation of Writing through a Technology-Mediated English Course to Enhance Thai University Students' Writing Skills.*” Next, code-switching, a much-talk about techniques in the field of language teaching and learning is explored by Rosemarie Gil M. Macale, Annie A. Permis and Leomarich F. Casinillo in the article entitled “*Relationship between Socio-demographic, Classroom Code-Switching and Vocabulary Acquisition Strategies among First-Year Students*”. The study indicates that there is no significant relationship between code-switching and vocabulary learning strategies. It is recommended that restrictions be imposed on code-switching in the classroom to achieve language learning mastery. The issue ended with Sirikorn Bamroongkit and Prach Aowsakorn's study on “*The Development of Online Global Englishes-based Learning Materials to Enhance Thai Learners' Listening Comprehension*”. On-line materials are important as an aid for students to learn outside the classroom. This study is even more important when online-materials are designed based on the concept of World Englishes. The findings indicated the realities of the listening materials produced that they benefited the students in the study.

I sincerely hope that our RJES is functioning as a thought-provoking reading material for all our readers as always.

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