

Chief Editor's Note

Dear All Our RJES Readers,

I am pleased to communicate with the RJES readers once again in this new issue. I would not hesitate to say that all the authors and the papers published in this volume of RJES are the pride of everyone, in particular, the editorial board and the readers. As can be witnessed by the papers in this volume, they are about teaching and learning another language, which requires great planning efforts on the part of the teachers such as in looking for effective management efforts and promoting education for sustainable development as well as strong minds of the learners in coping with the negative side effects such as anxiety and enhancing the L2 motivation self-system for autonomous English Language learning ability. The first article entitled “Exploring Thoughts on the Use of Code-switching Teaching English among Senior High School English Language Teachers” was written by Baes, who points out the significance of using code-switching in a language classroom. As far as I can remember, code-switching at one time seemed to be taboo from the point of view of many teachers and experts. However, in this study, it was found to have a number of benefits for the teachers and students. In the second article, Yosposakul concludes from the findings of his study entitled “The Study of Factors Affecting English Language Learning Anxiety: A Case Study of Master’s Degree Program Students in English Language Teaching that communication apprehension and fear of negative evaluation were the two dimensions that cause highest anxiety among the students. In the third article entitled “The Chinese Classroom Management Style and Students’ Chinese Language Performance at Sarasas Wited Nakhon Pathom School”, although LI moves to the context of the Chinese Classroom, she points out that the Chinese classroom management style and students’ Chinese Language performance are closely related. If the classroom management style matches the student’s needs, the students will perform much better. At this school, the humanist style of classroom management is adopted. In the fourth article, “Migrant Learning Center Emergence and Proliferation: A Case Study of Migrant Education in Ranong Province”, Mowry presents another angle of education through the concept of learning management at a migrant center in response to the UN SDG’s Concept of Education for Sustainability. It is clear that for some students, access to education may not be easy but they should be supported. The last article is “Investigating L2 Motivation Self-System and Autonomous English Learning Ability of Senior High School EFL Chinese Students by Zhao and Chinokul reminds us that cultivation of high school students’ autonomous English learning ability can be achieved through the expectations and requirements of parents, teachers, and peers towards the learners. The point here is our students must be trained to become autonomous learners to become good users of a language that is not their mother tongue.

As you can see, all of our authors share the same goal. They believe that the students are the center of learning. Therefore, what teachers do, we should do for them. Besides, administrators can make use of the findings to improve their schools and student learning. Lastly, I truly hope that you enjoy reading this issue of RJES as always. Submissions of articles from our dear readers are welcome.

Malivan Praditteera

June 2023