

Chief Editor's Note

Dear RJES Readers,

The New Year 2026 is coming soon !

It is with great pleasure that we present this issue of the Rangsit Journal of Educational Studies, which brings together ten scholarly articles reflecting the diversity, dynamism, and evolving priorities of contemporary education research across Asia. Collectively, the contributions in this volume highlight innovative pedagogical approaches, language education, teacher development, learner engagement, and inclusive lifelong learning in varied sociocultural contexts.

This issue opens with an article on **“Learner-Centredness Learning: An Approach to Enhance Speaking Practices Using Authentic Activities in Thai EFL University Classrooms,”** which emphasizes student agency and meaningful interaction as key drivers of effective language learning. The second contribution, **“Integrating Mindfulness Meditation with Teaching Chinese Language as a Foreign Language in a Private University in Thailand,”** introduces an interdisciplinary approach that connects well-being with language acquisition, underscoring the importance of holistic education. Teacher professional development is further examined in **“The Priority Needs of Developing Teachers’ Negotiation Skills in the Chonburi Consortium under the Secondary Educational Service Area Office Chonburi-Rayong,”** which sheds light on essential competencies for effective collaboration and school leadership.

Learner challenges remain a central concern in educational research. The article **“Perceptions of Difficulties in English Reading Comprehension: A Case Study of Thai Secondary School Students”** provides valuable perspectives on obstacles faced by learners and implications for instructional design. Media and popular culture as influences on learning motivation are addressed in **“The Impact of Chinese Series on Thai Undergraduate Students’ Intention to Learn Chinese,”** revealing the growing role of informal learning contexts.

Technological innovation in education is highlighted in **“The Impact of Cymo Note on Consecutive Interpreting Training: A Pilot Study with Chinese University Students,”** which demonstrates how digital tools can enhance skill development in specialized training. Broadening the scope beyond formal institutions, **“The Evolution of Community-Led Education Systems in Conflict-Affected Regions of Myanmar”** offers a compelling account of resilience, local agency, and education in challenging contexts.

This issue also presents the two studies from China that focus on learner satisfaction and lifelong learning: **“Factors Influencing College Students’ Satisfaction with Project-Based Learning: A Case Study of Colleges in Guangxi, China,”** and **“Factors Affecting Participation in Lifelong Learning of the Elderly in China: The Case of Beibei District, Chongqing Municipality”**. These articles remind us that education is a lifelong endeavor, shaped by motivation, context, and supportive systems.

Last but not least, the issue concludes with a study of **“The Effects of Using a Guidance Activity Package to Enhance Positive Attitude towards Learning English of High School Students in Private English Language School in Nan Province”** reporting the attitude towards English language learning in Thai Northern Provincial area.

We would like to extend our sincere appreciation to the authors, reviewers, and editorial team whose dedication has made this issue possible. It is our hope that the research presented here will inspire further inquiry, inform educational practice, and contribute meaningfully to the ongoing dialogue in educational studies.

Warm Regards, and Wishing You a Very Happy New Year 2026,

Malivan Praditteera

Editor-in-Chief

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