

FOREWORD

Coming with refreshing rain after a recorded prolonged drought, we are proud to present the June 2016 issue of ABAC Journal, after our special issue of AU-NRCT joint publication in April. The last issue was focused in business management, economics, tourism, and hotel management. In this issue the focus is in social sciences, humanities, education, and English language learning.

As you may have noticed, we place a continued effort to upgrade and diversify the editorial board of ABAC Journal by inviting international scholars in the fields. For this issue, we are honored to welcome on board two distinguished professors from Florida Atlantic University:

Prof. Dr. Eileen N. Ariza, and

Prof. Dr. Susanne Lapp

Dr. Eileen N. Ariza is professor of education in the Department of Teaching and Learning, Florida Atlantic University. She also serves as an ESOL Infusion Coordinator in the College of Education, Florida Atlantic University. Dr. Susanne Lapp is professor of reading, in the same department. We are fortunate to have these two scholars on board and we look forward to working with them in strengthening the Journal in education and language learning. Dr. Eileen N. Ariza also publishes her paper in this issue.

As usual, we have seven interesting articles and one book review to serve you with wide variety of interest.

Prof. Angela Rhone, Prof. Eileen Ariza, et al. present their perspectives on cultural identity issue. We would be concerned with minorities losing their cultural identities in a “melting pot” like the U.S.A. In their research they analyzed the educators’ own identities vis-à-vis their students of other cultures in multicultural classrooms. In attempt to understand their students’ identities, they ended up understanding their own cultural identities.

From the United States, we take you back to ASEAN context. Dr. Kanwara Somjai and Mahmoud Moussa made a literature survey of educational, political, and economic challenges in the ASEAN countries. In summary, challenges in all three areas are still, in the authors’ conclusion, far from satisfactory. Challenges in each arena are spelled out as results from the survey and in the last section critical questions are posted for the governments as well as business and socio-cultural sectors if we want the ASEAN Community a reality, not an illusion.

Then the next three research papers move us to Thailand. Asst. Prof. Dr. Veenunkarn Rujipak and Dr. Sanyapong Limprasert investigated the adjustments of international students in Thai universities – socio-cultural adjustment and psychological well-being in association with the host country. Interesting findings are revealed and discussed which include, for example, no

difference between genders in cross-cultural adjustment, but significant differences in age groups and country groups. Curiously, the study reveals that students from Western countries demonstrate better adjustment than students from Asian countries.

Dr. Nathaya Boonkongsaen et al. take us to examine English reading strategies employed by Thai students studying in public and private universities. The samples are from 549 undergraduate science students responding to the questionnaire on their reading strategies. The findings reveal that types of institutions and degrees of English exposures affect students' choices of reading strategies.

The third paper is a study on the use of assistive technology in students with hearing impairment to examine its impact on their physical conditions, emotional quotient, and their learning. The two researchers, Saisuda Oantrakool, and Assoc. Prof. Dr. Sumalee Chanchalor, report in their findings that the use of assistive technology was at medium level, students' EQ was assessed in 3 categories – intelligence, virtue, and happiness, and that the EQ of these hearing impaired students was at normal level.

The last two papers are research studies conducted at Assumption University. The first paper is a collaborative work led by Dr. Gloria S. Chavez, et al. It aims at identifying perceptions and expectations of students enrolled in master's programs at Assumption University's Graduate School of Business (GSB) with the purpose of establishing a curriculum and instructional links that will increase student satisfaction. Findings revealed that higher expectations from MBA students included English proficiency, ethical behavior, and effective use of IT. Interestingly, students did not indicate marked differences of preferences of the learning processes. However, the findings imply the need for a variety of teaching strategies, specifically brain-based learning, experiential learning, as well as a call for the inclusion of a foundation course on entrepreneurship. The authors discussed and concluded for the inseparable, endless developmental elements of graduate education: quality curriculum, quality instruction, and quality organization.

Another AU paper is a clinical study on episiotomy and perineal outcomes after delivery from Phat Prapawichar, RN, MNurs, of the School of Nursing Science. The findings revealed that 80% of the women received episiotomy, of which 2.2% experienced severe perineal laceration. Perineal pain was highest in women who had episiotomy compared to those who delivered spontaneously.

For our book review in this issue, Dr. Absorn Meesing presents her review of a famous book, *Building Adolescent Literacy in Today's English Classrooms* by Randy Bomer, a leading English educator. It is in a way timely as the Thai government recently prescribed educational institutions at all levels to strengthen their English programs to meet the English proficiency needs of all students if they are to function competently and effectively in a digital age and in the ASEAN Community.

Last but not least, I wish to express my deep gratitude toward all individuals who contributed to the publishing of this issue. My sincere thanks go to Dr. Kuldeep Nagi, and Mr. Kristopher Lee Kraus for their fine help with editing.

Enjoy reading and please let us know any suggestion you might have.

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