

## **Foreign Language Learning, Teacher Network, and Principals' Roles in Different National Contexts: Notes from the Editors-in-Chief**

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Welcome to the Winter 2019 Issue, Volume 22 of *New Waves-Educational Research and Development* (NWERD)! We would like to thank you for your patience with our delayed editorial process for this issue. In this open issue, we bring three studies to you that address the issues of foreign language learning anxiety and factors shaping it, the cause and nature of teacher professional network, and the responsibilities that school principals in different countries assume for their role in schooling.

Foreign language learning anxiety is a serious issue standing in the way for one to acquire foreign language skills effectively (Horwitz, Horwitz, & Cope, 1986). In the first study, Sung and Li surveyed the influences of gender, foreign language learning levels, and experiences on foreign language learning anxiety that 149 U.S. college learners experienced as they were learning Chinese as a foreign language in college classrooms. It revealed that the female participants of this study were more likely to experience foreign language anxiety than their male counterparts when both failed to fully master all four Chinese language skills.

Teacher professional interaction is seen central to the quality of their learning to teach and their professional retention (Williams, Prestage, & Bedward, 2001). Drawing on the interview data from teachers from different schools in Turkey, the second study by Hangül and Şentürk explored the cause and nature of interaction patterns of teachers' social network using social network analysis. It found that although teachers in each school developed a unique network pattern, gender played an important role in shaping all the teacher networks. When teachers taught similar content, stayed together longer in the school, and reached seniority statues, they tended to work with each other more closely. In addition, teachers who shared common interests were more likely to interact with each other more.

School principals presumably play an irreplaceable role in influencing the quality of teaching practice and student learning in their schools while the ways in which they assume their responsibilities can shape their leadership role differently (Donaldson, 2013). The third study by Chan and her colleagues examined the responsibilities that school principals in China, Ghana, Hungary, Turkey, Poland and the United States perceived for their leadership roles drawing on survey data. It showed that while principals of the six countries confronted many similar problems in their daily school functions, the unique political infrastructures of their school contexts influenced how they addressed these problems in different ways.

We wish that the three articles will help enrich your thinking about the issue related to foreign language learning, teachers' professional relationships, and principals' roles in schooling and informative for you to examine similar issues deeply, extensively, and continuously. Here we would like to thank the reviewers for this issue for their thorough and constructive suggestions and comments that made this issue possible. Finally, we sincerely encourage all the members of the Chinese American Educational Research and Development Association, other professional researchers, and practitioners to contribute your work to the journal. Such contributions are crucial to the development of the journal as a quality outlet to advance our understanding about various issues related to professional education.

## References

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