

## **Factors Influencing Foreign Language Acquisition, Learning to Teach in Different Culture, Becoming Academia, and Academic Research: Notes from the Editors-in-Chief**

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Welcome to the Summer 2020 Issue, Volume 23 of *New Waves-Educational Research and Development* (NWERD)! In this open issue, we bring you four articles that address the issues of second language learning, learning to teach in across cultural context, and research stress and review process.

Understanding the effect of theoretical based pedagogical approaches that help students acquire foreign language skills is important for scholars, policymakers, and teachers in the field of second language education (Celce-Murcia, 1991). The first study in this issue by NG used an experimental design to examine the effect of the pedagogical approach designed through the principles of Systemic Theoretical Instruction and Cognitive Grammar on the production of present and past tense sentences as 29 secondary schools learned English as a foreign language in Hong Kong. The study showed that the pedagogical approach designed using the principles of Systemic Theoretical Instruction and Cognitive Grammar failed to exert any statistically significant influences on participants' development of using tenses in the foreign language classroom contexts. It is suggested that other factors may compromise the effects of the theoretical based pedagogical approach or that the assumptions underlying the approach could be flawed, which propels researchers to inquire further.

In the study abroad contexts, the perceptions that teachers in hosting school develop about the cultural and educational backgrounds in the home countries of visiting students play a crucial role in shaping the relationship between teachers and students and thus, students' learning experience in the study abroad program (Marx & Moss, 2011). In another article on the issue, Wong and Lubniewski analyzed the interviews with five hosting teachers in different Hong Kong elementary and secondary schools on their perceptions of the cultural and education backgrounds of visiting preservice teachers from the United States in a study abroad program. They found that the participants could have already developed some broad ideas of the U.S. culture and education values and practices to which their visiting students may be exposed while they have never visited or worked in the U.S. These perceptions including some misconceptions may influence how they might work with their visiting students toward different directions. This study contributes to the knowledge base for the development of curriculum and instruction for the preservice teachers from the U.S. study board program in Hong Kong and elsewhere.

It often takes much mentoring support from professors, self-determination, and persistent efforts, and constant coping with stress for one to become a scholar in addition to his or her formal academic training and talent (McLean, 2006). Thus, it is necessary to understand the relationship between these external and internal factors in shaping the trajectories for one to become academia (Lechuga & Lechuga, 2012). In the third study in this issue. Zheng, Jiang, and Dou analyzed survey data with 366 graduate students in Chinese universities using mediation analysis to examine the relationship between their self-regulated learning, mastery goal orientation, mentoring support from their professors, and academic stress that they experienced. They revealed that autonomy support from professor played an important role in influencing participants' self-regulated learning

and mastery goal orientation and thus, the level of stress that they experienced in becoming academia.

To obtain permission to conduct research in educational institutions is an important process to be sure the research projects proposed is ethically appropriate and the privacy of participants involved in the project can be carefully protected (Abbott & Grady, 2011). However, these processes when being inappropriately exercised could limit the academic freedom that researchers need to pursue their scholarship understanding (Silberman & Kahn, 2011). The last study in this issue by Sahin and Kesik examined the interviews with 41 academicians working in different universities across various regions in Turkey to understand their experience in obtaining research permission. They found that participants experienced a range of difficulties in obtaining research permission and the rejections of their proposed research projects were often not appropriately justified based on the purposes that the reviewing processes were designed to serve.

We wish that the four articles in this issue will enrich your thinking about foreign language learning, hosting teachers' perceptions that may influence their work with visiting students in the study abroad program, factors that shape one to become scholars, and impact of obtaining research on scholars in their pursuing academic freedom in research. Hopefully, they are 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 their work to the journal. Such contributions are crucial to the development of the journal as an outlet of high quality that advances our understanding of various issues related to professional education.

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