March 2022 Foreword

The March issue starts with “Teachers as leaders: Probing into the class routines of selected Iranian ELT contexts” by Leila Tajik, Khadijeh Karimi, and Maryam Hosseinpour, specifically examining transformational leadership skills of 10 English teachers in the contexts of five private language institutes in Tehran. The diverse data collected in their study revealed that the 10 teachers represented the majority of behavioral indicators of transformational leadership skills, including indicators of charisma, individual consideration, and intellectual stimulation, in their classroom practice. This study paves the way for future research concerning transformational leadership skills in the classroom context.

In “Teachers’ Perspectives of Bilingual Education in Primary Schools in Vietnam: A Qualitative Study”, Tú Anh Hà and Cristina A. Huertas-April addressed Vietnamese primary teachers’ perceptions of bilingual education. While the teachers perceived bilingual education in Vietnam to be more student-centered, creative and practical than the official system, and thought bilingual education could equip students with language and knowledge to be global citizens, concerns about the negative linguistic impacts of English on Vietnamese surfaced. More studies regarding the potential effects of L2 on L1, therefore, should be conducted.

We hope you find the articles in this issue informative and inspiring, helping yield new insights into the formulation of future research and innovations for EFL researchers and practitioners in cross-border, interdisciplinary, and collaborative manners.

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