Message to the Readers

Our 2022 ESP Symposium was held online for the first time in its history, and it was due to the COVID-19 pandemic still posing risks to in-person contact. As a result, we had to change from a paper poster event to something else. We decided on Powerpoint presentations, and the speaker turnout was unfortunately quite small, although the Edzilla host site recorded 57 participants. In fact, there were only five presentations, but those were bolstered by two keynote speakers. **Professor An Cheng** made his keynote talk ("But my students lack the technical knowledge in their areas of study": Key tenets and issues in the ESP genre-based approach") from Oklahoma State University, USA despite the time difference. **Professor Helen Basturkmen** had less of a time difference from the University of Auckland, NZ and spoke on "ESP research in Asia Pacific: A topical analysis of themes in recent research".

CUE continued to stay at the forefront of diversity by being awarded the red Equal Voices in ELT award for its choice of keynote speakers.

Contributors to the *OnCUE Journal Special Issue* were three of the presenters. **Jonathan Ferries** expanded his talk on corpus work and offers us his article here,

"Using Word Frequencies to Introduce Corpora in the Classroom". **Tetsuya Fukuda** and **Kimberly Klassen** teamed up for an article "Exploring IELTS Scores in an English for Academic Purposes Program Using Cluster Analysis". And, **Hiroshi Kohsaka** has an article for us entitled "Building essential and state-of-the-art vocabulary in information science: observations from classes at a Japanese university".

We at CUE feel honored by everyone's contribution to the conference, and we hope that the one in 2024 will attract more speakers as before. It is not known at this time whether it will be an online-only, hybrid, or in-person event.

I wish to offer my very special thanks to the co-editors **R. Paul Lege** and **Ryota Nishino**, both of Nagoya University.

Following the talks, CUE held a special "Open floor discussion on inclusivity in CUE". It consisted of about an hour of free talk in two Zoom breakout rooms where participants of the symposium discussed questions posed by the moderator **Emily Choong**. Thanks, Emily! The questions posed and the replies generated are shown below.

Room 1

1) What are some problems about inclusivity in the ESL/EFL teaching community?

- Native speakerism (this note was deleted by someone...I don't know why)
- Some cultures (Myanmar) don't have surnames. Causes problems in filling out forms.
- Having foreign names spelled properly, or not at all in katakana. Having foreign names shown in the proper order.
- Junior/Senior members: junior members have to wait for promotions when ability doesn't matter.
- Showing Caucasian photos for advertising, instead of non-Caucasians.
- Higher level students may ask more, or may BE asked more Qs in class.

2) What are some solutions to the problems discussed in #1?

- Either address admin about your photo, or get the other pictured people (and Japanese coworkers) to learn your situation and get solidarity to approach admin to change the photo.
- adding global issues in lessons, including photos of people from various countries, because admin may have children who will see these lessons and take these lessons home and open minds
- Don't use middle names when filling out forms. Use full caps for last name.
- Support or join a labor union.
- Tell admin to update their websites to accommodate properly spelled / ordered names.
- Change the image in society to allow promotions on merit over age. Also change the image of women who should be allowed promotions or heads of committees, too.
- DON'T call on the higher level students first. Or at all. Wait and tell the class "who else has an opinion/answer?"

Room 2

1) What are some problems about inclusivity in the ESL/ EFL teaching community?

- language on the new JALT awards still cut out some people...we need to revise.
- too many assumptions are being made
- themes: too narrow? not promoting inclusiveness
- language is always English
- An aside: attendees are noticing who is there and not there.
- blind vetting results in more 'majority' speakers
- junior/senior members
- lack of Asian women representationesp. Japanese professors(even in the audience(language preference (there was one Japanese participant who left a JALT event because th
- veteran/new teachers is also a problem

2) What are some solutions to the problems discussed in #1?

- make a thing to approach people for presentations
- make diversity the goal over ALL of your events throughout the year
- have an option for 'language of presentation' when you submit an abstract proposal...including Japanese etc would help more people join in
- be aware
- veteran people can help others!
- be aware of who is not represented either as far as chosen speakers or attendees.
- award for teacher-practioner collaborations
- possible prizes/recognition for collaboration, mentorship, institutional reform?

Thanks again to everyone, and see you in 2024!

Glen Hill CUE SIG Publications Chair and *OnCUE Journal*

Chief Editor