
Message from the Editor

Dear Readers,

It may seem like forever since we have published, and you are correct. I apologize for getting this issue out so late. The good news is, it has a lot of information! What's more, we are now 100% online, so will be no problems with old mailing lists from now on, and you get to see figures in color! Let's get to a recap of the current issue.

Our Feature Articles begin with **Sayaka Sugimoto's** article on Comparison of Students' Expectations of CLIL and EMI, a solid piece of research giving us insights into what students in these special programs think. Next, **Olya Yazawa** focuses on Japanese Female College Students' Fulfillment of Basic Psychological Needs in English Classroom, in which she systematically characterizes differences between student needs with native and non-native English teachers, and more!

Martin Hawkes provides our Research Digest section with his paper Using Uptake Sheets as a Supplementary Data Collection Tool in Classroom Research. This old introspective tool is shown to be useful in assessing the impact of explicit instruction in his classes.

We have not one but three papers in Professional Development, and readers should take note of each one! First is **Armando Duarte's** paper on using the Directory of Open Access Journals, a very useful tool for anyone publishing or wishing to access information for research in EFL. Next, the team of **Thomas Entwistle, Richard Ingham, and Etienne Marceau** explain how they created a community of learners in the form of teachers helping each other in an article reading group, a peer observation system, and their own PD forum. Finally, a subset of that team, **Richard Ingham and Thomas Entwistle**, give an excellent recounting of what is involved in taking the Cambridge DELTA from their own personal experiences.

Moving on, our Opinion and Perspective section has five papers for your reading pleasure. **Yasushi Miyazaki** gives us a deeply self-reflective account of his journey to overcome anxiety and gain support and acceptance in a new teaching environment. Read his detailed autoethnographic account, *Neurodiversity in a Quasi-bilingual University in Japan*. **Claire Ryan** takes a no-nonsense approach to explaining how we teachers can address the circumstances and fears of first-year students at university to ease them into college life more smoothly. **Tim Stewart** then proceeds to enlighten us with his perspective on neoliberalism and teacher agency, covering a plethora of ground and using the socioeconomic system as a foundation. Whether you're at or nearing retirement age or just starting out in Japan, you should definitely give **Greg Strong's** article on Japanese pensions a read. In it, he opens eyes to many resources. To round out this section, we have **Simon Timms**, who uses a slightly older paper to review the use of corrective feedback with different fluency levels of students.

In the Technology Matters section, we have a contribution from **Tomoyuki Kawashima** on kick-starting health sciences majors to write during Zoom classes. He used a technique called the D-I-E method (description-interpretation-evaluation) which uses pictures from 14 countries to prompt their writing. This ungraded lesson got students to notice cultural facts vs. opinions before their medical English lessons.

Julia Kimura has reviewed Helen Sword's 2017 book *Air & Light & Time & Space: How Successful Academics Write*, which is something perhaps we should all take to heart in this academic world of publish or perish. Yoko Kobayashi has written *The Evolution of Japanese Learners in Japan: Crossing Japan, the West and South East Asia*, and **Fleur Ogura** does a nice job of reviewing Kobayashi's 2018 perspective going back half a century. I intend to put this on my own reading list! Equally enticing is **Sayaka Sugimoto's** review of *English-Medium Instruction in Japanese Higher Education: Policy, Challenges, and Outcomes* (2017), by Annette Bradford and Howard Brown. This book ties directly into her feature article in this issue, much to no surprise, so you know her review is well-founded.

The issue is rounded out with two conference reviews. The first is by **Steven Taro Suzuki**, who has nicely given us not just a perspective of a webinar put on by the Research Center for Instructional Systems (RCiS) International. Steven describes this first online conference experience of his, which involved three speakers, but he goes a step further by comparing online and face-to-face experiences as well. The other review is by **William Brooks and Anthony Young**, who wrote a joint review of the JALT 2022 conference, the first one that was held face to face (hybrid, actually) since the COVID-19 pandemic began and forced many conferences to go online.

Is that enough for you? Well, get to it and enjoy!

Glen Hill

Publications Chair and **OnCUE Journal** Chief Editor