

From the Editor...

Friends and Colleagues,

This is my second issue and with the support of the CUE SIG, it has proven to be a very rewarding experience. First and foremost, I was able to connect with colleagues whose dedication to the spirit of volunteerism is, at times, awe-inspiring. Producing the *OCJ* is not a one-person operation, and would not be possible without the suggestions, advice, and support of our coordinators, past editors, the proofreading team, conference team, the authors themselves and those handling the layout and printing of each issue. I am indebted to their dedication and professionalism. Although I still seem to be asking a million questions each query has been replied to without a hint of frustration or anger, and that has made my job as editor a truly exceptional experience.

The Features section begins with **Christine Winskowski's** study of student course-evaluations forms that have become common in tertiary Japanese education. Her study of student interview responses combined with a questionnaire reveals the difficulties inherent in many of the items included in the forms, which may lead to biased or unfair evaluations of the teacher, the curriculum and/or course syllabi. Please note that this is the first of a two-part study. I hope this inspires you to read part two in a forthcoming issue. This is followed by **Hideo Kojima's** study that looked at the effectiveness of a program he designed and initiated to develop the autonomy of EFL teacher trainees at a Japanese university. I highly recommend both as they touch on topics that most of us encounter at the tertiary level: evaluation forms and learner autonomy.

In this issue we welcome back our Professional Development section with an article by **Thomas Amundrud** in which he makes a

strong case for beginning the discussion of mental health issues in the classroom and how teachers might best deal with students with those issues. He includes practical steps teachers may take when dealing with those types of students.

In our Conference Review section, **David Campbell** reports on his trip to Chiang Mai, Thailand, where he attended the Globalization and Localization in Computer-Assisted Language Learning (GloCALL) conference which is a joint conference organized by the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) and the Pacific Association for Computer-Assisted Language Learning (PacCALL). Although my university budget does not allow for any overseas conferences, I am able to gain a better understanding of language teaching and learning in countries that border Japan.

Finally, **Dexter Da Silva** reviews the Publication Manual of the American Psychological Association (6th ed.). This manual is essential not only for the experienced editor but any researcher with hopes or aspirations of getting published in a refereed journal. The American Psychological Association (APA) formatting can be extremely detailed and at times painstakingly tedious dealing with citations, references, tables, figures and manuscript preparation. This is certainly one of the most appropriately matched reviews for our journal.

Lastly, this year has been one of many new experiences for myself and with increases in my own job responsibilities I have been somewhat overwhelmed and have not been the best in keeping up with the timing of issue publications. I hope to get on track this year and ensure that issues are published in a more timely manner. That being said, I think we have another fantastic issue that will keep you abreast of the latest research, opinions and perspectives regarding our teaching profession.

John Gunning
OnCUE Journal Editor
