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# Opinion and Perspective

## Putting Things in Perspective: A Call for Papers

As I write this call to encourage submissions to the Opinion and Perspective section of the journal, I am glancing through back issues of *OnCUE/OnCUE Journal*, and it strikes me that there has been a wonderful range of published articles in the last ten years or so. While the column's requirements should not be overly prescriptive, for the purpose of providing some guidelines and criteria for submissions I would like to draw attention to the following types of articles that readers might like to submit to the column in the future.

### **Narratives of teacher experience and reflection**

This tends to be a significant experience or revelation in someone's teaching life that has brought about change, for example, in terms of pedagogical approach or how they view their classrooms and the students in it. These are primarily non-referenced articles told in a story-like manner that emphasize some kind of learning, and which may also lead to some reflection and reassessment on the part of the readers.

### **Interviews**

Another type of article which is welcomed is the interview format whereby an OCJ reader conducts an interview with a professional in the TEFL/ TESL field, encouraging the interviewee to communicate their views about a particular issue. The role of the interviewer is to transform notes/recordings into a coherent exchange that allows that particular issue or viewpoint to come across to readers.

## **Proposition or critique**

In any OP column there will always be a demand for articles that put forward a proposition for change to the status quo, or that read as a critique of the present situation. There have been a number of articles like this that have focused on the Japanese context in terms of educational goals, the nature of teaching and learning, or working conditions at Japanese universities.

## **Advice and guidance**

Advice pieces based on personal experience can offer invaluable guidance for teachers who find themselves in a potentially similar position. For example, past articles have offered advice about the trials and tribulations involved in getting work published in a refereed journal, or about how to approach the difficult situation of dealing with students' mental health issues.

## **Response/Reply**

Inevitably, debate and disagreement are an essential component of offering a variety of opinions and perspectives, and there have been some engaging exchanges over the years following the response/reply format. Here, typically, one writer responds to a view put forward by another writer in a previous issue. The response is given to the original writer for reply, so that both response and reply appear in the same issue.

## **Others**

Finally, the column by no means wishes to limit articles to a short length, and there have been a number of longer articles that have been particularly well-referenced. These have tended to be by authors that have specialist knowledge in a particular field, resulting from academic and professional experience and/or study interest in that area. It should be noted that the revised guideline at the back of this issue approximates submissions at 1000-3000 words.

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