
Message from the Guest Editors

Welcome to the JALT CUE and BizCom ESP Symposium, 2019 *OnCUE Journal Special Issue*. The conference, held September 21, 2019 at Uchida Yoko Osaka Branch, brought together a large number of researchers and conference participants. We are pleased to present the opening address, two plenary articles, and a collection of seven short research articles and two short pedagogy-based papers.

In the opening address, **Kevin Knight** introduced the ESP Project Leader Profiles, which features ESP project leaders in a newsletter format based on interviews by Knight. In the plenary, **Winnie Cheng** shared insights of corpus-driven and corpus-based ESP research in Hong Kong. Then, in the second plenary, **Judy Noguchi** illuminated her expertise on the historical aspects of ESP, and how to move forward to transcend ESP to support native English speakers with professional communication.

The first of the seven short research papers was by **Jeff Broderick** who investigated the effects of a smartphone learning application on language test scores. This is followed by a paper by **Sandra Healy, Olivia Kennedy,** and **Yasushi Tsubota** who introduced different virtual learning ESP environments. The third paper, by **Daniel Parsons**, examined lexical bundle differences when comparing research papers and textbooks, to assist master's degree students in writing their theses. The next paper, by **Alexander Sheffrin** and **Eugene Vakhnenko**, investigated language learners' beliefs, perceptions, and attitudes of students enrolled in individual tutorials. **Alan Simpson** gathered feedback from learners on a virtual learning ESP environment that he had developed, and identified various challenges related to the project. **Sean Toland, Fern Sakamoto,** and **Tony Cripps** examined the integration of critical thinking skills in an EAP course. Finally, **Fangzhou Zhu** completed a corpus-based investigation of mainland Chinese EFL learners' use of restrictive relative clauses in English writing.

Following this, there are two practice-oriented pedagogy-based papers. **Wendy Gough** described learning methods for general reading and writing classes, and finally, **Leigh McDowell** provided advice on vocabulary learning for Japanese chemists.

Acknowledgements

In September 2019, we could all travel freely and meet people at conferences. Then the COVID-19 pandemic made life quite different from before, and while the conference was dusted and done, the editorial team's mission to bring this volume to publication continued. From early 2020, the authors had to deal with emergency remote teaching and learning with software many had never used before, such as Zoom, Google Meets, and Microsoft Teams, all in the efforts to socially distance and prevent the spread of the virus. Despite this unexpected turn to attend to online teaching, the authors were extremely patient and continued to respond to the editors in a timely manner. We would like to take this opportunity to thank the authors for their efforts, and congratulate them for their contributions to the academic community. We would also like to thank Glen Hill, the chief editor, and Gavin Brooks, in charge of layouts, for their continued dedication in bringing the journal to publication.

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