Note From the Editor

December 31, 2023

This year we celebrate the tenth anniversary for the *Osaka JALT Journal* and, to mark the occasion, our team of authors, reviewers, and editors have put together one of the largest collections of quality research articles, educational practice reports, and reviews in the history of the publication.

This volume contains eight original research publications looking at a wide range of timely topics in foreign language education. **Duarte and Kassim** examine how the shift during the COVID-19 pandemic to online language teaching affected student engagement with educational content. **McGregor and Escobar**, on the other hand, look at how a group of high school teachers perceived the transition to an online format for a Model United Nations event. Two further studies investigate language learner attitudes, with **Joyce** investigating the demand among students in Japan for L1 English-speaking teachers' use of Japanese in the EFL classroom, while **Sheffrin** examining the attitudes of learners towards innovative teaching approaches involving roleplay and the production of original voice-overs for films. In addition, two research papers focus on digital game-based learning, with **Wang and Li** examining the potential of story-rich computer games on L2 narrative writing through an in-depth case study and **Arshad** investigating which areas of a learner's background are most likely to influence their perceptions towards the use of digital games for language education. **Cohen**, also interested in innovative pedagogies, examines the potential of physical exercise for improving L2 reading performance. In the final research paper of this volume, **Kim and Lilley** investigate the educational and career goals of Vietnamese international students enrolled at Japanese universities.

The remaining contributions to this issue consist of theoretical discussion papers, educational practice reports, commentaries, and reviews. **Tavesa** discusses the current limitations of skill acquisition theory and suggests practical ways in which declarative knowledge, procedural knowledge, and automaticity can be more effectively taught in the language classroom. **Beirne** describes an innovative approach to teaching film studies in EFL education, which involves learners producing their own video-recorded movie reviews. Two further teaching practice reports discuss ways in which sustainable development topics can be integrated into the language classroom, with **Sheridan and Tanaka** introducing a vocabulary list designed to teach students about the UN's Sustainable Development Goals campaign, while **Perrem** provides tips on how climate change topics may be effectively introduced into a CLIL curriculum. **Raza**, in his critical analysis of a Japanese as a foreign language course from a student's perspective, discusses the lessons that teachers can learn in order to help them improve their own course design. Finally, **Hanlin** assesses the merits of the *Kanji Study* learning application for Android and **Dornan** reviews the EFL textbook *Keynote 4*.

2023 has been an eventful year behind the scenes at our journal as well. Robert Swier, who had been overseeing the publication of the journal for three years, stepped down after taking a new position as the Coordinator of the JALT CALL special interest group. During his time as editor-in-chief of the *Osaka JALT Journal*, Robert saw to it that we received a steady inflow of quality manuscript submissions, not only from Osaka and the Kansai area, but also from further afield in Japan as well as from abroad. Robert also initiated and managed the transition to our current cloud-based submission and peer-review system, which has proved very successful for streamlining the entire publication process. This year, I took over the day-to-day running of the journal from Robert, but he has kindly agreed to stay on in an advisory capacity as associate editor. I

am also very pleased to announce the expansion of our editorial team this year, with Kevin Wrobetz brought on board as a second associate editor. In spite of his recent arrival, Kevin has already contributed substantially to the journal with his sharp eye for catching formatting issues, typos, and statistical blunders, as well as with the maintenance of the journal website.

Finally, we would like to extend a sincere word of thanks to all of our authors and reviewers who have contributed to this volume for putting in the long hours necessary to produce your manuscripts and to get them ready for publication. Our readers, as well, deserve a nod of appreciation for their continued support of our journal. We encourage you to cite the papers you read here in your own research, which will help to increase exposure for our journal and to disseminate the research that we publish to a wider readership.

Over the coming year, we will continue to serve our local EFL community in the Osaka region, as well as our national and global readership, by publishing quality research articles, discussion papers, and reviews on timely topics relevant to language education professionals. Another important aim of our journal is to provide an accessible outlet and a supportive environment for early-career researchers to get their work published. To do this, we have a peer-review system in place that focuses on providing critical but constructive feedback to help authors to improve their writing. If you have not yet published with us, why not consider submitting your exciting new research findings, teaching innovations, or thoughts on EFL topics for review? We look forward to hearing from you in the new year!

Best wishes for 2024!

Michael Hofmeyr
Editor-in-Chief