

Message from the Guest Editor

Welcome to the *OnCUE Journal Special Issue*, which reflects papers stemming from the CUE SIG online conference held on September 12, 2020. Our lineup of papers includes seven reports from presenters and one reflection article. The conference CUE's first to be held online, with 27 talks and two plenary speakers. About 70 people attended overall, which is great!

We start this issue with **Quenby Hoffman Aoki** and **Jamie Purdon**'s paper on developing a self-access conversation lounge at their university, and in particular the teachers' perspective of having moved the event to an online venue without help from TAs.

Next is an article on translanguaging in an ESP classroom, by **Kevin Bartlett**. The research was conducted in person prior to the COVID-19 pandemic, and Kevin demonstrates several benefits to using L1 and L2 in a class of science and technology majors.

Olivia Kennedy and **Sandra Healy** investigated a high school situation where the Duolingo app was applied. Their report describes that class' teacher's viewpoints as well as survey results from the students regarding their smartphone use for classroom purposes.

Our next article reveals the effects of grammar form-focused instruction on university learners' perceptions to perform certain speaking tasks. **Shzh-chen Nancy Lee** compared this seven-week intervention with a control group and two experimental groups to look at speaking self-efficacy.

Daniel J. Mills and **Paul Johnson** looked into graduate and undergraduate student perceptions and usage of various mobile devices during and after study abroad trips. Using a Dimensions of Mobile-Assisted Language Learning scale, they measured certain increases related to incidental learning of English.

Quizlet is a commonly used language app for teachers and students. Researchers **Stephen Paton** and **Alexander Cameron** showed how well and to what degree their university students in four majors used it for course-specific vocabulary during the pandemic.

Robert Remmerswaal and **Rachel Barington** applied the auto-grading function in Moodle for their communications students and determined whether the various activities promoted learning of various English language skills.

Amid all of these action research reports, we are pleased to offer a reflection article by **Mary Hillis**, who wrote her thoughts about the conference plenary speaker Jennie Roloff Rothman's presentation. Mary provided an in-depth and personal account of how Jennie's points on professional development were echoed in attempts to introduce it at her own university.

All of the presentations which the research reports and the plenary speech are based on can be found recorded on YouTube videos that are linked at the CUE SIG website: https://docs.google.com/document/d/158a0bTphY9CkaoAufxjHuQlnE_fSgKXQtxOy8bQ1a98/edit Kudos to Wendy Gough and Mary Hillis (the conference coordinators) and to the entire planning team for producing a great conference, the first one online for the CUE SIG!

Glen Hill, chief guest editor

Robert Dykes and Michael Phillips: assistant guest editors