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## From the Editor...

Dear Friends & Colleagues,

Greetings and welcome to our 2008 Spring issue, *OnCUE Journal's* second one. Before going through this issue's contents, I'd like to belatedly extend appreciation to all involved in the production of *OnCUE Journal*, and to summarise my thoughts on its purpose.

The previous issue was my first as editor, and when I first saw the completed hard copy, I admit to feelings of pride, but this was very soon replaced by regret for not having extended enough appreciation to all those involved, from the reviewers and section editors who first read the draft manuscripts, to the translator, proofreaders and layout and design who put the finishing touches to it. On the inside cover is a list of names of all of those involved in the publication of this journal. I'd like to stress the importance of their work and ask for your appreciation of their contributions to this journal.

Two major aims of this journal are first to provide academics working in the tertiary education system in Japan with a forum in which to publish their research results, theoretical ideas, and practical knowledge and experience, and second to inspire and encourage our readers to learn from these, and to actively participate in this forum. To achieve these aims, the editors and reviewers have the complementary, yet sometimes conflicting, tasks of encouraging writers to improve their work for publication while maintaining the high standards that the journal has attained. This issue has been exemplary of this process and the result is one that offers experience, knowledge, theory, research and practice on a wide variety of topics relevant to language education at the tertiary level in Japan.

Specifically, in the *Features* section, **Reina Wakabayashi** presents her research results on different forms of peer response sheets and

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argues for the importance of using peer feedback with appropriate peer response sheets. Following this, **Peter Burden** reports on the results of his research on teachers' reflections on student evaluations of teaching that have been conducted by universities in recent years. He concludes with practical suggestions on how evaluation can be made more beneficial.

In the *Opinion and Perspective* section, **Sarah Holland** begins a dialogue with **Toru Hanaki** by responding to his Feature article in the previous issue (*OnCUE Journal* 1.1). She questions his ethnographic interpretation and use of Foucault's notion of disciplinary power to describe his classroom practice. **Toru Hanaki** replies by accepting her criticism while expanding on his interpretation. In the final essay in this section, **Andrew Woollock** argues for a perspective often heard but perhaps rarely practised in the assessment of students.

In the *From the Chalkface* section, **Annie Menard** describes her use of extensive reading in her classes, and in the *Book Reviews* section **Tim Newfields** reviews a recent book on teaching connected speech.

On the editorial team, we welcome two additions to the team. **Terry Fellner** takes over the *CyberPipeline* section and **Coleman South** the *Professional Development* section. While we do not have articles for these sections in this issue, we look forward to receiving your submissions for these and other sections of *OnCUE Journal*.

I hope you are stimulated by the following articles and look forward to meeting many of you at our CUE Conference in July.

Dexter Da Silva  
*OnCUE Journal* Editor