

From the Editors...

Friends and Colleagues,

The theme for the CUE 2007 Conference in Nagoya was curricula that *Promote Lifelong Learning*, student and teacher motivation, student self-assessment, along with critical thinking in the university classroom. Along with the invited speakers Deryn Verity and Heidi Evans, there were about 40 different presentations focusing on the conference theme and we would like to extend a big thanks to everyone involved. We believe the majority of the over 100 total participants left the conference with enhanced knowledge on the theoretical aspects of relating the craftwork of teaching to the conference theme.

Taferner

The first paper that appears in the Special Proceedings Issue is by Robert H. Taferner, who focuses on student beliefs regarding peer editing in a university writing class. This quantitative study will help readers come to understand students' perceptions and actions during process writing tasks. Taferner's informative research permits teachers to better comprehend the type of feedback and revision students believe they need.

Wakabayashi

Reina Wakabayashi, also exploring peer feedback regarding EFL writing, found that explicit and supportive instruction is necessary for the facilitative role played by the teacher. Wakabayashi examines the effects of peer feedback on learners' writing quality, revision behavior, and perceptions of the task, all of which support the notion that peer revision is a viable assessment method.

Gunning and Quasha

John R. Gunning and Steven E. Quasha utilized an expectancy model—to help determine student motivation—developed by Pintrich and DeGroot (1990) and applied it to a receptive skills music lesson based on task-based learning. Although this lengthy research project may appear highly theoretical at times, the authors sincerely hope

readers will focus on the practical applications of the four corners music listening lesson and try it out in their own classes. Our experience and feedback is that students become more motivated completing this task. More importantly, they really enjoy it!

Lee

Last, using an experiential approach toward professional development, Nancy Lee employs four strategies to improve SLA teacher motivation. While the field of applied linguistics has certainly produced numerous studies concerning student motivation, research regarding teacher motivation is lacking. Lee discusses important issues such as teacher autonomy within EFL curricula, professional development participation, and the continued commitment by teachers to benefit student learning.

John's Ramblings and Reflections

If you would have asked me 5 years ago about me being one of the co-editors of this journal, I would have thought you were joking or completely insane. It has been a great journey getting to a place where I have met so many wonderful people, and just about every one of them wanting to see me succeed in becoming a more qualified researcher and teacher. I started to get involved with professional development about 5 years ago and have kept on seeking out new challenges at a variety of different levels. Lucky for myself, I was able to meet Steve Quasha and Matt Apple who suggested I try volunteering some time helping out with the publicity for the CUE 2007. I reluctantly accepted knowing full well I have never had any experience in the organization of a conference. Thankfully, I got a ton of support from the CUE officers and other active members. It seems that the small contributions I made, along with all the hard work of the CUE officers and volunteers at Sugiyama, CUE 2007 was a huge success.

After the CUE Conference, I got an email from Steve Quasha asking me if I wanted to co-edit this proceedings journal with him and I replied, "yeah...uh...sure...but...uh...dude, I have never done been a part of an academic journal editing team! What if I mess (not the exact term) up?" But with guidance and advice from Dexter Da Silva, Matt Apple and Steve Quasha, I think we have produced an academic journal of high research and writing quality. As co-editor of the *CUE 2007 Conference Proceedings Special Issue*, I myself became a much

more astute learner of the editing process, although I have much more to learn. I hope you all enjoy the collection of articles and are inspired to contribute your research ideas in the future at either the conference itself or in some other form, i.e. as an article in the next CUE 2008 Proceedings Journal. I am looking forward to seeing you all at CUE 2008 and until then, as they say—"Sayonara."

We look forward to seeing you at the CUE 2008 Conference at Kinki University in Osaka.

Steve Quasha

John Gunning

OnCUE Journal

CUE 2007 Conference Proceedings

Special Issue Editors

Acknowledgments

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We would specifically like to extend a special thank you to the researchers and presenters who contributed their articles to this publication. Putting together a project of this size requires assistance from many dedicated professionals and we remain indebted to "Young Skywalker," a.k.a. Matt Apple, for his guidance and his advice regarding APA formatting and editing, as well as to Dexter Da Silva for his insightful and thorough comments on so many papers. Last, we appreciated all the wonderful help from the proofreaders, reviewers, and technical support by individuals that made our lives easier navigating this project from beginning to end.