
Message from the Editors

Friends and Colleagues,

The 2011 CUE Conference held in Tokyo in July had as its theme a key construct in language learning: motivation. Even the briefest of glances at the conference program evidences the diversity of topics this theme incorporated and the range of work being conducted in this field.

The plenary speakers and featured presenters were all excellent, and the size and reaction of the audiences they spoke to attested to that. With help from the many other presenters that participated, we certainly covered a lot of ground. We co-editors would like to thank them all for their contributions. We are therefore happy to announce that this Special Issue extends this important theme through several papers, the diversity of which is representative of the conference itself.

In the first featured article **Emiko Kaneko** examines the effects that providing models of successful Japanese English users might have on computer science majors' images of their ideal L2 self. She tentatively finds that such provision might indeed play a part in helping students to develop positive images of their L2 self.

The second paper, by **Julian Pigott**, advocates the application of Complex Systems Theory to provide teachers with a deeper and more meaningful understanding of how their students' life experiences have affected their longer-term motivation for studying English. His conclusion, based upon analyses of four students' interview responses, lends support for this approach.

In the final featured article **Keiko Sakui** and **Jared Angel** investigate the extent to which Japanese undergraduates made use of an out-of-class language learning support facility called the "English Island". Participants' questionnaire responses yielded results which offered insights into what motivated or hindered students' use of the English Island facility, as well as the students' perceptions of it and how it affected their motivation to develop their English skills beyond the traditional classroom context.

In this issue's Research Digest article **Dominic Edsall** and **Yukiko Saito** review the motivational benefits of Content-Based Language Teaching in view of progress made in our understanding of motivational theory. In particular they look at how knowledge of students' interest, relevance and authenticity might motivate Japanese students.

In addition, **Graham Taylor** and **Umida Ashurova** provide us with their review of the 2011 motivation conference itself, from which these papers originated. Finally, **Jeremie Bouchard** wraps up this issue with his critique on the book *A Realist Approach for Qualitative Research*, written by Joseph A. Maxwell.

After such a large and rewarding conference experience, we were disappointed by the small number of submissions we received for this special issue. The *OnCUE Journal* Special Issue is a great chance to publish a paper that holds a higher status than a proceedings paper on your CV, which is beneficial to job seekers or to tenured educators. Therefore we strongly urge all presenters to submit papers (after any conference) to their respective special issues (or "proceedings" as some journals prefer to call them). It provides you with a great opportunity to improve your professional resume.

The co-editors deeply apologize to authors and CUE readers for the long delay in getting this special issue into publication, originally scheduled for July or August. Both of us were under pressure from the usual publishing process, but many other obstacles in our professional and personal lives simply got in the way of a smooth, efficient operation. We thank the authors for their persistence and patience in making revisions that served to provide readers with the best quality possible.

Happy reading.

Glen Hill and Paul Moritoshi
Co-Editors, Special Issue of *OnCUE Journal*