
Message from the Editor

Dear readers,

To all of you who became members in 2013 and did not see the last issue of 2012 (issue 6.3), as well as those who have been patiently waiting with membership prior to 2013, I would like to apologize immensely for the enormous delay in getting this issue of *OnCUE Journal* out. I realize how it may have affected promotions by having a mere “in press” on authors’ resumes instead of a final date and page numbers, and I’m really sorry. We are taking measures to streamline the publication process and see that this never happens again. I received a few messages from authors asking about the issue, and I want to thank everyone for being so polite, professional, and understanding.

Our two feature articles are quite different from each other in methodological approaches and goals, but they both show how action research of a sort can be done to gather valuable information that might otherwise be ignored. **Mike Guest** looks to his students for a source of data in his paper “Are We on the Same Page? Teacher Assessment vs. Student Self-assessment”. Comparing how students think of their achievements with what teachers perceive is an invaluable technique that may be overlooked by teachers...and shouldn’t be! How often have we learned that we are truly not “on the same page”?! **Sharif Mebed** gives a blow-by-blow account of fellow teachers’ discussions regarding how full-timers and part-timers manage their daily classroom situations. As his title “Power, Coordination & Talking Shop: An Analysis of Communication Among EFL Instructors” illustrates, it’s possible for the two types of teachers to coexist and coordinate their efforts.

In the Opinion and Perspective section, we have **Tim Greer** writing about “Designing an Interaction-centered Language Classroom”. Taking advantage of building renovation at his university, Tim explains how careful planning and a bit

of furniture salvage can go hand in hand to improve a classroom.

In an effort to stir up more interest in the Research Digest section by explaining it in detail, our own section editor Joseph Falout **Joseph Falout** has contributed a nice description of RD history and needs. Take the time to read through this illuminating contribution and see what you might have to propose for the section yourself.

As with the previous issue, we have quite a basketful of conference reviews, as well as a new section editor **Jonathan Brown**. Welcome aboard! I'm particularly pleased to see so many reviews because they not only help newer teachers get a picture of what to expect at various meetings, but they also provide a starting point for some authors to get published. Taken in author alphabetical order, we start with **Tomoko Antle** writing about a presentation/workshop/seminar in Sapporo by famed vocabulary expert Paul Nation. Next is a recap of the 2nd ESP CUE Symposium by **John Blake** and **Dubghan Hinchey**. This event is rapidly becoming an annual one, and in my opinion a necessity, amounting to a minor coup for the SIG. See the next issue of OCJ for publications stemming from that symposium, too. Pack your bags for Russia, as **John Campbell-Larsen** tells us about an international PAC FEELTA conference in Vladivostok. John contributes this in fulfilment of a CUE award. Last but not least is **Mark Swanson's** insights from a trip to New Zealand for a review on the learner autonomy themed conference there. Put these four reviews together, and you have a wide assortment of venues and topics from which to choose and learn.

So, what are you waiting for now? You've waited long enough as it is. Enjoy the reading!

Glen Hill
OnCUE Journal Editor & CUE Publications Chair