Message from the Editor

Dear readers,

Welcome to the final issue in volume 9.

James Dunn starts us off on The Effects of Metacognition on Reading Comprehension Tests in an Intermediate Reading and Writing Course. While the title may be lengthy, the topic deserves it. Metacognition is sometimes referred to as "thinking about thinking", with respect to how students perceive what they think about while they do things in class. Give this article more than mere thought. Next, we have a group of researchers writing on The Proof of the Pudding: Active Learning and Self-Regulated Learning Skills in University Classrooms, something we should perhaps all look into. This article written by **Steve Fukuda, Hiroshi Yoshida, Maiko Kamioka, Hiroshi Sakata, and Christopher Pope** looked at student perceptions in a course using active learning vs. one that didn't.

I'm happy to see a Professional Development article because we don't get many of them. **Mark Swanson** gives some advice on our psychological barriers to our own PD with Distrusting Oneself, Befriending Criticism, and Taming the Mind and Breath. This is just a sampling of how teachers can help teachers in this section, so keep the submissions coming.

The Importance of Punctuation by **Dennis Murphy** offers a concise opinion of what the author feels and does with all those crazy little squiggles and dots we find in text to keep our eyes focused on so many aspects of reading. **Tony Traub's** Why Less Is More in the Japanese University EFL Classroom should give a pause to consider how we might ease up on a technology-infused high-energy teaching culture that we live and work in.

In our technology section, we get to read a contribution by **Paul Daniels and Davey Leslie** titled Grammar Software Ready for EFL Writers? Focused

at writing courses, the authors explore grammar checking applications from a student perspective, and in particular they describe an app called Ginger. **Andrew Komasinski** provides a useful application of his own with Mobile-CALT: A Practical Guide for Using Cell Phones for CALT. With the ubiquity of cell phone use by students in and out of the classroom, this article may be for just about everyone.

Our conference review for this issue is on the 2015 CUE conference by **Jamie Taylor**. It was our first conference in quite a while, but it attracted a good crowd. See what Jamie has to say (she's not only a contributor to the journal, now, but she has taken the helm as our publicity chair).

There appears to be quite a variety in this issue, perhaps something for everyone. Enjoy!

Glen Hill

CUE SIG Publications Chair and *OnCUE Journal* chief editor