

Issues in Language Instruction at the Applied English Center



*A Journal for Practicing and Interpreting TESL at the
University of Kansas*

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Introducing a New In-house E-journal

The AEC is a leader in TESL and has been for quite some time. Contributing to our ongoing strength is a longtime, intentional effort to develop professionally. I would like to contribute to this tradition at the AEC by introducing an in-house e-journal. This e-journal is intended to promote professional communication at the Applied English Center and to serve as a platform for the development and exchange of ideas relevant to practicing and interpreting TESL at the University of Kansas.

This e-journal is called *Issues in Language Instruction at the Applied English Center: A Journal for Practicing and Interpreting TESL at the University of Kansas* or *ILI-AEC* for short. It will come out once a semester and be sent to you through email. A copy will also be placed in the shared folder. The target audience is AEC faculty, staff, administrators, GTAs currently at the AEC, graduate students doing research at the AEC, and international visiting scholars at the AEC.

ILI-AEC focuses on language instruction, which necessarily extends to all professional activities relevant to running the AEC. If you work here, your professional activities are relevant to *ILI-AEC*. If you are doing research here, your work is relevant to *ILI-AEC*.

ILI-AEC is about practicing and interpreting our profession in the context of the Applied English Center at the University of Kansas. *ILI-AEC* can be a place to develop classroom materials, teaching strategies, or ideas for policy. *ILI-AEC* can be a platform for reinventing the way you approach TESL or simply for finding out professional interests of colleagues.

Submissions will be accepted on an on-going basis. The submission deadline for the first volume is June 8, 2012, the first week of summer classes. I hope to put out two volumes a year. If you submit a lot of material, I may be able to put out three volumes each year. So, keep them coming.

Please address submissions and questions you have to me: mberardo@ku.edu.

Content for *ILI-AEC* will come from you. Submissions can be as short as a paragraph or as long as an article or book chapter. Submitting to *ILI-AEC* is an excellent way to add to your professional development.

No extra work needs to be involved! For example, you could submit an ‘in-progress’ version of your year-end reflection letter. You could also submit an abstract or session description for TESOL or for another conference you plan to attend. You can submit an unpublished article or a draft of an idea you are working on. You could also submit a draft of a chapter from your thesis, dissertation, or book you are writing. Classroom materials you are developing can also be submitted along with explanation for how to use the materials and why they are needed.

Submission Topics

Below I list topics relevant to *ILI-AEC*. This list is incomplete and intended only to give an idea of what to submit. If you have thoughts about anything on this list, you have a submission topic for *ILI-AEC*.

Thirty Five Ideas for Submission Topics:

1. Issues in teaching a particular class, skill, or level, including tutorials;
2. Issues in academic advising/counseling;
3. Issues in administration: The AEC, the IEP, Short-term Programs, Graduate Writing; Running the office (office management, accounting etc.); Administering the Proficiency Test and SPEAK test, Facilitating the grading of the proficiency test, etc.);
4. Issues in LEO and CALL;
5. Issues in teaching in the Graduate Writing Program;
6. Grant writing;
7. Working with Sponsored Students;
8. Placement and Admission to the AEC: Diagnostic tests, the proficiency test, etc.; Waiver policy and process; Admission to AEC-only;
9. On being a coordinator; Coordinating sections of a level/skill; Coordination more generally;
10. Curriculum Oversight Committee, Network meetings, Technology Committee, Other Committees, Faculty Meetings;

11. Technology support at the AEC or in classrooms;
12. Your current teaching philosophy or approach;
13. A write-up of a presentation you gave/plan to give;
14. A write-up of notes and comments on presentations or workshops;
15. An original article; Summary of articles you have written; A draft of a chapter from your dissertation or thesis or book; an 8.5X11 version of a poster appropriate for a conference with narrative;
16. A review of a book, article(s), conference(s), workshop(s), etc.;
17. Summaries of a line of research (e.g., teaching listening comprehension, cognitive approaches to teaching grammar, using the L1 in the L2 classroom, content-based instruction, communicative approaches, task-based teaching, the learner-centered classroom, skill-based instruction, a particular theory in second language acquisition, Action Research in the language classroom , etc.);
18. Non-teaching issues relevant to AEC Faculty, Staff, Administration, GTAs, Visiting Scholars;
19. Outside-of-class opportunities for AEC students (conversation groups, trips, events, etc.);
20. ESL/EFL and language instruction in the 21st century;
21. The AEC within International Programs; The AEC within the University of Kansas; The AEC and TESOL, Modern Language Association, American Association of Applied Linguistics, Linguistic Society of America, etc.;
22. Issues in teaching ESL as a non-native speaker of English;
23. Teaching ESL and the role of gender, race, ethnicity, sexual orientation, religion, economic class, etc.;
24. Issues in grading: Essays, speeches, PowerPoint presentations, mid-semester reports, portfolios, the SPEAK test, the proficiency test, etc.;
25. Class size and student populations;
26. Comparative Language Teaching: TESL and teaching other languages (e.g., Portuguese, Italian, etc.); Teaching at the AEC and other institutions;
27. Best/Worst new idea in (a) language teaching, (b) academic advising/counseling, (c) IEP administration, (d) international education, (e) office management for an IEP, etc.;
28. Issues in doing research at the AEC;
29. On being a visiting scholar or GTA at the AEC;
30. Ideas for the Curriculum; Materials you have written;
31. Observations: Classroom, Counseling, etc.;
32. Evaluation: Faculty, Staff, Administration, GTAs; Class evaluations;
33. Workload and the Percentage System;
34. An idea you tried out in class or comments on a textbook you used;
35. YOU: Reflections on your role at the AEC; Re-inventing yourself at the AEC; How your work here fits into your overall career track; Future plans as an ESL professional; Different influences in your work, etc.

Editor's Note

Marcellino Berardo

My role as editor of *ILI-AEC* is to promote professional communication among all faculty, staff, administrators, GTAs, graduate students doing research at the AEC, and international visiting scholars. I would like to publish as many ideas from as many of us as possible. Diversity in opinion and subject matter is a priority.

I see *ILI-AEC* as a statement of the way we practice and interpret our profession. I would like for *ILI-AEC* to document our collective professional creativity and productivity at the Applied English Center.

Service Opportunity

Issues in Language Instruction at the Applied English Center: A Journal for Practicing and Interpreting TESL at the University of Kansas is looking for a copy editor.

This is an opportunity for service to the AEC. There is no compensation other than the excitement of working with our colleagues' latest thoughts on practicing and interpreting TESL at the University of Kansas. If interested please contact me: mberardo@ku.edu.

Please send questions, comments, ideas, and submissions to: mberardo@ku.edu. The deadline for submissions to the first volume is June 8, 2012, the first week of classes for the summer session. If you are unsure about your contribution or feel you do not have one, please contact me. Over the years I have talked with almost all of you about various issues related to the AEC. So far, I have come across no one who has nothing to contribute.