

Introducing ILI@AEC

Editor's Introduction

This in-house 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. This e-journal is intended to promote professional communication by serving as a platform for the development and exchange of ideas relevant to practicing and interpreting TESL at the University of Kansas. Copies will be emailed to all AEC faculty, staff, administrators, GTAs, and visiting scholars. A copy will also be placed in the shared folder under *ILI@AEC*.

The target audience of *ILI@AEC* 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 and get feedback on classroom materials, teaching strategies, and ideas for policy. *ILI@AEC* can be a platform for reinventing the way you approach TESL or simply for discovering professional interests of colleagues.

Content for *ILI@AEC* comes 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 is needed! 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 You can submit an unpublished article or a draft of an idea you are working on.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.

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. *ILI@AEC* is 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.

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 any topic on this list, you have a submission topic for *ILI@AEC*.

35 Ideas for Submission Topics

1. Issues in teaching a particular class, skill, or level;
Tutorials; Teaching grammar and vocabulary;
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; Grading 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 within and Admission to the AEC (diagnostic tests, the proficiency test, etc.); Waiver policy and process;
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, webinars, symposia, or workshops you attended;
15. An original article; Revised 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 with narrative appropriate for a conference;
16. A review of a (text)book, article(s), conference(s), workshop(s), webinar(s), symposium(a), 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, Teaching English for Academic Purposes, etc.);
18. Non-teaching (e.g., employment) 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, The British Association of Lecturers in English for Academic Purposes (BALEAP), 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, Cherokee, 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 for a level/skill;
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

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.

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Submissions will be accepted on an on-going basis. The deadline for the submission of ideas for the next volume is December 17, 2012. The next volume will come out in 2013.

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