

classroom, which is perhaps one of the most significant concerns of general ESL instructors who transition to teaching EAP.

Berardo, Šedriks, Lamer, and Greene outline two short-term programs that require the involvement of different departments on campus as well as international education specialists such as the Education Program Coordinator. Their article, *Re-Envisioning ESL for Short-Term Programs*, goes beyond the IEP to begin to re-position the ESL/EAP practitioner as an instructor/guide for participants in international short-term programs. Rather than focusing on the traditional 4-skills, grammar, and vocabulary, the ESL/EAP practitioner contributes to the short-term program by providing classroom space for program participants to critically examine their international education experience in its entirety. Critical exploration of the international education experience is done in English through writing and speaking activities, making the ESL/EAP professional uniquely qualified for this role.

Larson's article, *Addressing Cultural Challenges of Teaching English to Chinese Students for Beginning ESL Instructors*, tackles cultural perceptions about Chinese students for ESL instructors who may be working with Chinese students early in their career. The author bases her observations, perceptions, and advice on much firsthand experience studying and working in China as well as teaching ESL to Chinese students in her IEP. Written from a Western perspective, the paper reveals North American cultural values as well. Key issues the author deals with are integrating students into the larger community, saving face and risking embarrassment, critical thinking and plagiarism, as well as cross-cultural perceptions maturity and privacy.

The primary mission of English language centers includes preparing international students who have not yet met the University's ESL requirement for academic success. ESL and EAP courses are at the heart of this mission. The conference, *Building Bridges for English Language Centers*, demonstrated that there is much involved in the successful implementation of this kind of preparation. The conference broadened the discussion to illuminate the bigger picture: relationships with colleagues across disciplines, networking and new media, professional journeys from ESL to EAP, relationships among instructors, staff, and administrators, and the cultural complexity in the ESL classroom at the University today. Recognizing the profession in its entirety allows us to see beyond our silos, work more effectively together, and make relationships with colleagues and other professionals on and off campus.

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