

Issues in Language Instruction

A Journal for Practicing and Interpreting Teaching English as an Additional Language

Editor's Note

ILI is happy to announce its 12th year of publication. Over the years we have published on numerous topics important to practitioners of ESL and EAP. Of course, core topics such as teaching the four skills, vocabulary, and grammar are explored, but *ILI* has also devoted much space to pushing the traditional boundaries of the Intensive English Program (IEP) or English Language Center to contribute more generally to international education at the university. As a result, *ILI* has not only disseminated innovations in teaching but also explored and documented ways the profession can continue to expand at public institutions.

The first way is to work with the university to publish an open access journal to create a digital archive for research and other professional activities relevant to the university's English Language Center. An open access journal can publish on ways to broaden the scope of an English Language Center as well as expand the view of ESL/EAP practitioners. A journal can also provide faculty with professional development experience as editors. Previous topics in *ILI* include:

- Expanding the relevance of the university's English Language Center
- Professional development of EFL teachers
- Re-envisioning the role of EAP practitioners for short-term programs
- Integrating a pathway program at a university with an IEP
- Publication of conference proceedings
- English for Specific Purposes (ESP)
 - English for Academic Purposes (EAP)
 - English for Professional Purposes (EPP)
 - English for Research and Publication Purposes (ERPP)

This Volume of *ILI* addresses one topic that expands the ESL/EAP practitioner's view of students and another that considers the perceptions of a U.S. colleague who did not grow up with English in the home. The first paper is on student refugees and the other is an inside look at perceptions of a "nonnative speaker" of English who teaches in an Intensive English Program in the U.S.

In his case study, *Supporting the Inclusion and Identities of African Refugee Students in U.S. Higher Education*, Samuel Dermas Habtemariam examines linguistic and academic challenges as well as the construction and maintenance of the social and educational identities of four African refugee students in the U.S. The discussion reveals meaningful differences in values between the African refugee students and their university peers. Habtemariam's paper makes explicit the point that not all international students have the same needs and that understanding the background of a student population as well as incorporating values and identities of the student population into the curriculum can help ensure success.

In her reflection, *Teaching Pronunciation as a NNEST in an Intensive English Program in the US*, Parul Sood offers insights into her professional journey as a "nonnative" English-speaking teacher in the U.S. The insights take the form of beliefs and perceptions of a "NNES" instructor working in an IEP alongside a dominant majority of North

American English-speaking teachers raised with English as their home and school language. Crucially, Sood chooses to focus on pronunciation, which can be an identifier of “nativeness” or “non-nativeness” and a host of underlying assumptions about the ability to speak and teach the language. Included in the paper is a section on teaching strategies that Sood has found successful.

Finally, I would like to thank *ILL*'s two editors, Marta Carvajal Regidor and Jennifer Grode. Their experience, expertise, and careful examination of the manuscripts significantly contributed to the preparation of these articles for publication.

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